

The Catholic School Journal

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No. VI.

The Parish School Conference.

THE second annual conference of the diocesan representatives of parish schools was held in the Catholic High school, Philadelphia, on Wednesday and Thursday, Oct. 28 and 29, 1903. The conference was called to order by Rt. Rev. Thomas J. Conaty, bishop of Los Angeles, Cal., provisional chairman of the conference. Rev. F. W. Howard, of Columbus, O., was temporary secretary.

After prayer, the Rt. Rev. Chairman briefly explained the purpose of the conference, and expressed his great pleasure at the large number of representatives present. He told of the preliminary meeting, held in Chicago in 1902, at which it was determined to issue a general call to all the bishops, inviting them to send representatives to this conference at Philadelphia. He spoke of the importance of organized work in education, recommending unification, and said the conference was a step in the direction of a unification of the entire Catholic school system.

The following delegates were present: Rev. Edward L. Brady, school board, diocese of Wilmington, Del.; Rev. Dr. Martin S. Brennan, A. M., Sc. D., Kendrick seminary, St. Louis parochial schools; Rev. J. A. Curtin, diocese of Albany, N. Y.; Rev. Wm. P. Cantwell, diocese of Trenton, N. J.; Rev. John F. Conlin, diocesan school visitor, Springfield, Mass.; Rev. Charles M. Donahoe, diocese of Richmond, Va.; Brother Denis Edward, F. S. C., school director, Philadelphia; Rev. E. F. Gibbons, Buffalo, N. Y.; Rev. Joseph S. Glass, C. M., D. D., Monterey and Los Angeles, Cal.; Rev. Hugh T. Henry, Litt. D., president Roman Catholic High school, Philadelphia; Rev. Francis W. Howard, chairman of school board, Columbus, O.; Rev. P. J. Hayes, rector Cathedral college, New York City; Rev. R. Kinahan, supervisor, St. Matthew's school, Conshohocken, P.; Rev. A. E. Lafontaine, superintendent parochial schools, Fort Wayne, Ind.; Rev. Thomas J. Mulvey, Brooklyn, N. Y.; Very Rev. Dean B. J. Mulligan, diocese of Trenton, N. J.; Rev. Philip R. McDevitt, superintendent parish schools, Philadelphia; Rev. John McCort, diocesan school board, Philadelphia, Pa.; Rev. P. M. McDermott, P. F., secretary school board, Albany, N. Y.; Brother Obdas, president La Salle college, Philadelphia; Rev. Thomas J. O'Brien, diocesan inspector of schools, Brooklyn, N. Y.; Rev. James P. Sinnott, St. Charles' school, Philadelphia; Rev. F. R. Sweeney, diocesan school board, Hartford, Conn.; Rev. Walter P. Shanley, St. Joseph's cathedral, Hartford, Conn.; Rev. Joseph F. Smith, superintendent parish schools, New York; Rev. Henry Stommel, St. Alphonsus' school, Philadelphia; Rev. Morgan M. Sheedy, diocese of Altoona, Pa.; Brother Stanislaus, parochial schools of Natchez, Miss.; Rev. F. X. Steinbrecher, diocese of Green Bay, Wis.; Rev. Thomas A. Thornton, superintendent of parish schools, New York; Rev. John J. Toomey, archdiocese of Dubuque, Ia.; Rev. Louis S. Walsh, supervisor Catholic schools, Boston, Mass.; Rev. Jas. B. Willnes, C.S.Sp., central director of Holy Children Association for United States, Pittsburg, Pa.

The first paper on Wednesday afternoon was read by Rev. F. W. Howard, chairman of the school board of Columbus, O., on "The Organization of the Parish School System." Father Howard described the growth of the system, explained the present necessity of organization, and the effects that would follow it. He also indicated the dangers that should be avoided. He then discussed the various methods in vogue in the several dioceses, and outlined a plan of organization which was proposed for the organization of the conference. He recommended the holding of an annual meeting of principals and the regular publication of a small parish school bulletin.

The second paper was read by Rev. P. R. McDevitt, superintendent of parish schools, Philadelphia, on "The Course of Study." Father McDevitt dwelt upon the different courses of study proper for school work, and very strongly advocated regular, well established courses.

A business meeting was held after the reading of the papers, and a committee appointed to consider a plan of organization. The committee is composed of Very Rev. Dean Mulligan, of New Jersey; Rev. L. S. Walsh, of Boston; Rev. F. W. Howard, of Columbus; Rev. W. J. Shan-

ley, of Hartford, and Rev. J. J. Toomey, of Dubuque. A committee was appointed by the chair to report to the conference recommendations as might be deemed useful from the different papers read at the conference. The committee is composed of Rev. E. F. Gibbons, of Buffalo; Rev. F. X. Steinbrecher, of Green Bay, Wis., and Rev. Dr. Brennan, of St. Louis.

Thursday morning's session was devoted to business, and the committee on organization reported as follows:

The Committee on Recommendations, through the chairman, Rev. E. F. Gibbons, of Buffalo, made the following report, which was adopted:

First. Recognizing the importance of united effort to advance the cause of Catholic primary education, we believe that interchange of ideas, comparison of methods and results will lead to a better understanding of our needs and a surer solution of the many difficult problems that confront us. Encouraged by the splendid response to the call for a conference on the part of the promoters of Catholic parochial school interests, the conference representing twenty-five dioceses, earnestly bespeaks a more extended co-operation with others of this association so that its membership may embrace representatives of every diocese in the United States.

Second. We rejoice to note the growing sentiment outside of the Catholic Church in favor of the principle of the religious element in education. In order that our non-Catholic fellow-citizens, as well as those of our own faith, may realize more keenly and appreciate more justly the sacrifice that Catholics are making to provide their children with the benefits of what we conceive to be the only true education, viz., religious combined with secular instruction, we suggest that the cost of equipping and maintaining our parochial schools be brought to their attention from time to time in the public press.

Third. We recommend that careful study be made of the best means for the complete organization of our parish schools.

Fourth. Realizing that the teachers make the school, we urge that every effort be made to have our teachers secure certificates of proficiency from diocesan school boards, or normal, or regent examinations, so that the public may know that none but competent teachers are in our schools.

The committee was appointed, and consisted of the members of the executive committee, Rt. Rev. T. J. Conaty, Rev. F. W. Howard, Very Rev. Dean Mulligan, Rev. W. J. Shanley and Rev. L. S. Walsh, chairman; Rev. T. A. Thornton, Rev. P. R. McDevitt, Rev. E. F. Gibbons, Rev. J. J. Toomey and Rev. M. S. Brennan, D.D.

An invitation from Gov. Francis, president of the St. Louis Exposition, for the conference to meet in St. Louis next year, was read by the secretary, and the invitation was accepted. The first week in July was selected as the time of meeting, and the executive committee authorized to fix the exact date.

At a meeting of the committee on organization, held after the business session, it was decided to hold a meeting some time in January, in the city of New York.

The afternoon session opened with an address by His Grace, the Archbishop of Philadelphia, who greeted the members and expressed his pleasure at being able to assist at their meeting. He remained while a paper was read by the Rt. Rev. President, Bishop Conaty, on "The Training of Teachers." This paper was an earnest and well-considered plea for the higher training of our teachers.

Following the discussion of this paper, a very able paper was read by Rev. L. S. Walsh, of Boston. Subject: "How Religion Was Eliminated from the Public Schools of Massachusetts." Father Walsh showed how the early schools of Massachusetts were essentially religious schools. The paper was a most interesting and able presentation of the subject, a careful and discriminating historical study, and was received with deep attention, and universal approval.

The committee on resolutions reported the following recommendations, which were adopted:

That the same provisional organization of last year be continued this year, and act as an executive committee for provisional organization. This executive committee consists of Right Rev. Thomas J. Conaty, president; Rev. Francis W. Howard, secretary; Rev. Walter J. Shanley, treasurer, and Very Rev. Dean Mulligan, chairman. The committee on organization rec-

ommended that the chair appoint a committee on organization who would meet during the year and prepare articles of association and would confer with the executive committee of the College conference, and report on a plan of association at the next annual conference.

A committee to report on a plan of diocesan organization was appointed by the president, and is composed of Rev. F. W. Howard, chairman; Rev. T. J. O'Brien, Rev. J. F. Conlin, Rev. A. E. Lafontaine and Rev. P. R. McDevitt. The committee on high schools, Rev. M. M. Sheedy and Rev. H. T. Henry, asked for further time to report.

The Right Rev. President, in closing, addressed a few words of congratulation to the members, and expressed the hope that the movement would grow; that he felt confident the foundation of a great movement had been laid, a movement that augured immeasurable good for our Catholic schools.

The Treatment of Poetry.

AN URSULINE OF BROWN COUNTY, OHIO.

FOR the work to be done by the imagination, it were well to reserve such passages as are strong in picturing power, in concrete images, or in spiritual suggestiveness, as the line from Spencer:

*"Careless Quiet lies
Wrapped in eternal Silence;"*

or from Wordsworth:

"That there hath passed away a glory from the earth";
or:

"Thoughts that do often lie too deep for tears."

The imagination takes in these lines and plays upon them indefinitely, carrying an unspeakable freight of meaning to the inner chambers of the mind. The imagination should brood. We may not always expect it to render up accounts of itself. Invariably it has done tenfold what it is capable of reporting. The imagination, as we of the spiritual life know well, is the Busybody of the mind; but it is at the same time one of our most glorious faculties. It is the translator, the interpreter between the outer and the inner world; that world, which, as Cardinal Newman says, has absolutely no language of its own, and must needs borrow the metaphor of materialism. The exterior experiences of life are thus coined into mintage for the soul's enrichment and expansion. The imagination is the vestibule between the concrete and the abstract, between the senses and the spirit. The earlier in years we begin to translate from the one to the other by means of this gracious gift, the happier will we be when life begins to press down upon us and we feel its inevitable isolation. Let us teach the young how to use this noble talent; let us train them to a quick, fertile, original power of imagination.

Now for its application to Shelley's Ode. Stanza I:
*"O Wild West Wind, thou breath of Autumn's being,
Thou, from whose unseen presence the leaves dead
Are driven, like ghosts from an enchanter fleeing,
Yellow, and black, and pale, and hectic red,
Pestilence-stricken multitudes."*

Read these lines carefully, and try to picture the scene: the Autumn day, possibly of an afternoon, with stormy bursts of red sunlight, the rising of the winds in high tree tops, the lawns carpeted with leaves, the wild swirl as the wind rushes down upon them, driving the pestilence-stricken multitudes; their colors, the mysteriousness of their flight. Suggest these thoughts and let the class brood upon them in silence. Then pass to

*"until
Thine azure sister of the spring shall blow
The clarion o'er the dreaming earth, and fill
(Driving sweet buds like flocks to feed in air)
With living hues and odors plain and hill."*

Read the passage slowly, and feel the electric change it conveys. Let the teacher dwell upon the details until they steep themselves in the imagination. Stanza II:

Ask around the class, what picture do you get from these words,

"The locks of the approaching storm"?

It may be a purely imaginary one, or it may be some memory of a scene. The class may compare notes. Then, to get the full force of the picture, read:

*"There are spread
On the blue surface of thine airy surge,
Of the horizon to the zenith's height
The locks of the approaching storm."*

What does the figure of the Maenad add to it?

*"Thou dirge
Of the dying year, to which this closing night
Will be the dome of a vast sepulchre,
Vaulted with all thy congregated might
Of vapors, from whose solid atmosphere
Black rain, and fire, and hail will burst: O hear! O hear!"*
Dwell upon this magnificent picture. Build it up, phrase by phrase, until it takes hold upon the mind in its fullest significance. Stanza III:

*"Thou who didst waken from his summer dreams
The blue Mediterranean, where he lay,*

*And saw in sleep old palaces and towers
Quivering within the wave's intenser day,
All overgrown with azure moss and flowers
So sweet, the sense faints picturing them!"*

Get first the key of the scene from the sound of the words. Then again reflect upon it phrase by phrase. Do not analyze the words, but feel them. Note that wonderful passage, "And saw in sleep, etc.," and the suggestive power in the final phrase.

*"Thou
For whose path the Atlantic's level powers
Cleave themselves into chasms."*
Grasp the full force of this strong picture; the mighty Atlantic so obedient to the wind.
The sea-blooms and the oozy woods.

*Thy voice, and suddenly grow gray with fear
And tremble and despoil themselves:*
a passage wonderful in its poetic power. Ponder it. Stanza IV:

"If I were a dead leaf, thou mightest bear."
Dwell upon this line until the leaf borne upon the wind is a definite picture, full of suggestiveness. It implies loneliness, decay, transitoriness, regret, spent life, a hundred things. Get the picture in the second line; it is full of majesty, color and wonder.

*"If I were a dead leaf, thou mightest bear;
If I were a swift cloud to fly with thee!"*
The following lines imply all the intensity of the wind's wild freedom:

*"A wave to pant beneath thy power, and share
The impulse of thy strength, only less free
Than thou, O uncontrollable!"*

What scene in your life's experience does it recall?

*"If even
I were as in my boyhood, and could be
The comrade of thy wanderings over heaven,
As then, when to outstrip thy skyey speed
Scarce seemed a vision—"*

What picture is suggested by "to outstrip thy skyey speed"? Francis Thompson has a picture of the winds coming "down the long savannahs of the blue." Dwell upon the conception of a human being "tameless, swift and proud." Stanza V:

*"Make me thy lyre, even as the forest is;
What if my leaves are falling as its own!
The tumult of thy mighty harmonies
Will take from both a deep autumnal tone
Sweet though in sadness."*

Gather in imagination the full meaning of "the tumult of thy mighty harmonies." Think of a human being

stricken dumb in the intensity of his heart's deep feelings; through whose soul the wind's majestic power sweeps sympathetically calling forth mighty harmonies of utterance. How often God speaks through nature, breaking up the bonds that narrow our souls!

*"And by the incantation of this verse,
Scatter, as from an unextinguished hearth
Ashes and sparks, my words among mankind!"*
Draw out the fullest possible picture of this incantation.
*"Be through my lips to unawakened earth
The trumpet of prophecy!"*
Catch the inspiration of this magnificent figure: the wind as a trumpet of prophecy.

*"O Wind
If Winter comes, can spring be far behind?"*
Read aloud and ponder this line, its concrete picture, its suggestiveness. Imagine its spiritual meaning.

As a resume of the play of the imagination, let the teacher outline the picture of the poet wandering at will in the woods that skirt the Arno; how the fierceness of nature's mood seized upon him and commanded a response in his own heart, a stormy heart, belonging to a passionate nature; a mind in rebellion against the state of affairs within itself as well as throughout the world. This summary may be at option, for the student has naturally read *himself* into the poem, and its value to him is almost entirely an expression of himself, and very slightly of the personality of the poet. Still, this view will round the whole. After each of the five stages, the poem should be read aloud once more, that the pupil may feel for himself how much its significance has deepened, how much more he possesses of it, and how much it has widened his horizon.

The next stage we call meditation. At first sight, one may distinguish little difference between it and the third stage, but this process, a sort of deduction, enlarges more and liberates the mind from the actual subject-matter, into channels leading out from it in countless directions. Whereas, the association throws side lights upon fragments of the main thoughts, the meditation casts the light of the poem itself upon side issues that are quite beyond its sphere proper. Take the poem as a whole and select some question of human life or observation that arises from it, e. g., Is nature always responsive to our moods? Do our moods color our view of nature, or does nature mould our moods? What phrases of strong feeling make us silent? Simply state the question and let the class make a note of it without discussion. Then from one pupil to another go, requiring that he or she contribute a question that arises from the poem. Let the entire class write each question. We are gathering points for our meditation. The query should not find its answer within the substance of the text; it should be merely suggested by it and should be addressed to humanity at large—as, for instance: What other possession of man is as dear to him as his liberty? Note that this fact is used in one of the severest human penalties. Why? Which seems to you to cause more sorrow in the world, misfortune or worry? Base your answer first upon childish experiences. Should what we see of wrong discourage us? When it will be seen that the class has done pretty well with the subject as a whole, begin to base the questions on separate passages. Always require the pupil to state what lines he is expatiating upon, then what he wishes to ask. Let him express it himself, if possible, even if his question be crude. If he fail to get the right word, give him the choice of two or three synonyms, but do not ask his question for him. Thus the lines:

*"Thou for whose path the Atlantic's level powers
Cleave themselves into chasms,"*
would give rise to the question: In nature is there always a subordination of one thing to another? In what phases is this obtained peacefully? In what through struggle? What parallelism with human life is there here?

Simplify your questions to suit the age of your pupils,

and after a little strenuous drawing out, you will have reason to remember that if there is anything a child can do, it is to ask questions. When these problems are all collected in their note-books, have some little discussion as an incentive to make them think for themselves. Then they should write out all their answers in full outside of class, and from time to time some of the answers may be read aloud and criticised for the benefit of the class.

The last stage, the spiritual impetus, is a simple gathering up and classifying of the lessons learned in our course of study. These, too, are thought out by the student and brought to class for open comment.

When all this is done, it will be very clear that one simple poem can make us older, richer, wiser, better, and the experience will set the student squarely on his feet to study for himself with a delight in the consciousness of his own powers. These stages may be grouped in various ways to suit poems of lesser importance and cases of limited available time. Stages one, two and four; one four and six; one, four and five, or better still, one, two four and five. But one great poem studied in the fullest treatment is worth ten of mediocre stamp, touched lightly

(In the third paragraph of the installment of this article in our last issue, the words "Shelly, an Episcopalian" appeared through typographical error. In place of "Shelly, an Englishman.")

Elements of the Plain Chant.

REV. A. MILLET, S. S.

ACCORDING to such good judges as Ch. Gounod, C. Bellaigue, K. Huysmans, the Gregorian chant restored by Dom Pothier, Dom Delpech, Dom Mocquereau etc., of Solesmes, is not only the liturgical music of the Church, but is also the only music always worthy of the Church.

In many a musical composition written nowadays for the Church, very little religious effect is looked for and still less is obtained. To give vocal or instrumental artists an opportunity of making a hit seems to be the main end of the composer.

Quite different, indeed, was the purpose of the bishop and monks who, from the time of St. Ambrose up to the fifteenth and sixteenth century, wrote our liturgical melodies. They wished to work out master-pieces of art and of piety, and very often they fully succeeded. The meaning and the expression of beautiful words were put into relief, and the same effect, a sanctifying one, was aimed at by the composers of the air as well as by the composer of the words.

In order to appreciate Gregorian melodies, let us remember that we are in the Church, and that we do not need to strain our voice to its utmost to be heard by Al mighty God . . . nor will He approve of the expression of immoderate feelings, however pure may be our intention.

* * * *

1. Gregorian chant is made up of musical sentences.

2. These sentences are made up of words either monosyllabic (notes) or polysyllabic (groups of notes).

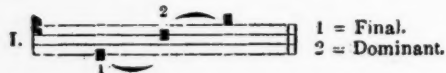
3. Groups of notes, called *neumes*, have one or two accents.

Commas and semi-colons are bars, short (= ♪), and long (= ♪♪).

THE SCALES.

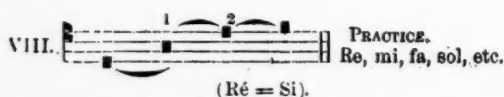
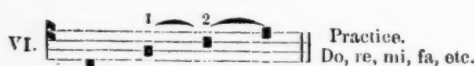
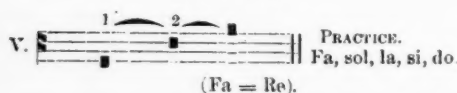
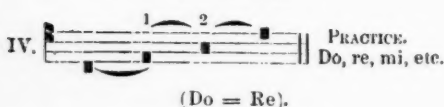
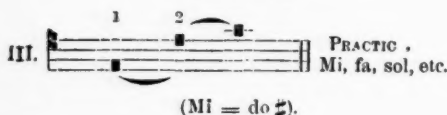
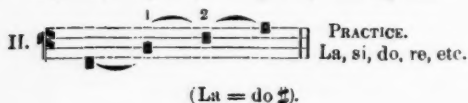
The scales correspond to the *modes* or *tones* which are 14 in number, but may be reduced to

8. Melodies written in a certain mode do not, as a rule, go beyond the limits of the scale corresponding to that mode. They are made up of musical phrases centering about the *Final* and the *Dominant* notes.



Practice the following intervals, observing the accents as indicated:

Re, mi, fa, sol, la. || Lá, si, do, re.
La, sol, fa, mi, re. || Re, do, si, la.



Monosyllabic melodies are those in which each syllable of the liturgical words has only one corresponding note in the melody. The early melodies—4th to 11th century—were all monosyllabic.

Example.



RULES.

1. The note is *indivisible*. This is a principle.

in Gregorian chant.



2. The notes between two bars form a musical phrase which ought to be sung, as much as possible, without interruption.

3. These phrases should end with a *rallentando*. This effect is obtained by doubling the value of the last note before all long bars, and the last two notes before the final bar.

Polyssyllabic melodies differ from monosyllabic inasmuch as they are made up both of simple notes and of groups of notes, i.e. *neumes*.



Rules.—Besides the rules already given in regard to (a) the indivisibility of the note; (b) uniting notes in the same musical phrases; (c) *Rallentando* effect at the end of such phrases, the following special indications may be given:

1st. *Accent* the first note of each *neume*.

2nd. Divide *neumes* containing more than three notes into two groups of 2+2, 2+3 or 2+4 notes; and put a secondary accent on the first note of the second group thus formed.

3rd. *Rallentando* effects may be introduced, at the artist's discretion, to affect notes just before short bars, notes at the end of *neumes*, or even notes within *neumes*.

N.B.—When two groups are united, the accent of the first may occasionally be omitted; this group is then to be sung "*accelerando*," e.g.



HOW TO SING THE PSALMS.

(References are to Sabouret's "Psautier.")

A. Distinguish the syllables by *accentuation*. Do not distinguish them by *duration* (each note = ♩)

B. Stop and breathe for an interval equal to two notes (♩ ♩) at the *middle* of each verse.

(* = ♩) i.e. the length of the pause marked by a star, is equal to that marked by a bar, viz.:



Stop for the interval of ♩ at *secondary* pauses.

Secondary pauses are marked thus: (""); (" = ♩).

Necessity and Manner of Explaining the Catechism.

REV. A. A. LAMBING.

(Concluded from last issue.)

When should the teacher explain difficulties? In the first place, when the teacher assigns a lesson, he should require the children to hold their books open before them, and follow him while he gives such an explanation of the literal and doctrinal meaning of what it contains, as is found in the first part of the examples, placed at the end of the following chapter. He should ask such questions only as are necessary to convince him that his explanations have been understood, not that they are fully committed to memory. This explanation will familiarize the children not only with the lesson as a whole, but also with every question and answer in it, and with its connection with the lessons that precede. It will also afford such an acquaintance with it as will both encourage and assist them in studying it. They will almost know it before they begin its study at all. While hearing the recitation, he will explain all other difficulties when they arise; and will, at the end, sum up the lesson in a lecture similar to that found in the examples given at the close of the next chapter. But what is to be done, if he has not time to explain the whole lesson? This must not disturb him; let him begin on the morrow at the place where he concludes today. The children will know whatever they have gone over; and it is not to put them through the book, but to aid them in understanding it, that he has been employed. They will learn in a satisfactory manner; what is stored away in the memory will remain there, and, if they advance but slowly, there will be no fear of having to resort to that most distasteful and discouraging of all measures, turning the class back. Let the teacher's motto be: Not how much, but how well.

How must the teacher explain the lesson? He must, in the first place, confine his remarks strictly to the lesson, and to what rises naturally out of it, and is necessary for the proper understanding of it. Then, his explanations should be adapted to the age and capacity of the children. With the smaller ones, he should go no further than the literal meaning of the text, adding the simplest elucidation of doctrine. The circle may be extended with those a little more advanced in years, so as to embrace a somewhat deeper explanation of doctrine, and extend to matters connected with the text which require explanation, in order that it may be properly understood. With the senior classes, still greater depth and latitude are permitted. But in no case should the explanation extend to what is not at all connected with the lesson. Nothing should be treated of that he has reason to believe is already known to the children; and, if there be a doubt in his mind, let him ask a few questions and learn the extent of their knowledge. In treating of the sixth and ninth Commandments, and kindred matters, his explanations should be very brief, and his words carefully selected, and in putting questions still greater caution must be used. Any imprudence on his part might teach the children sins of which they are happily ignorant, or might excite a curiosity that might prove a fatal temptation for months to come. Let him bear in mind that if, in general, it is better to be silent than to speak imprudently, it becomes here a sacred duty. Ignorance is preferable to a knowledge of sin.

In addition to the advice already given, the teacher should be guided by the following admonition of the Abbe Dubois: "Be as clear as possible in your explanations, and never pass over a single word of the catechism without endeavoring to make it perfectly understood. Forget, if you can, that you yourself know the things to be explained, and look for their meaning with your children, as if you were yourself ignorant of them. Ask yourself often, as you read the clearest part of the catechism, whether a limited intelligence might not still find some-

thing obscure or ambiguous. If you do not attend to this, while you think you are instructing, you will not instruct at all; at least, your teaching will be defective and incomplete. Catechists are greatly mistaken in thinking the children must understand, because they understand themselves. Assure yourself, by the best means in your power, that your explanations are thoroughly caught by *all* your children, and do not pass to other points, unless you are quite sure that there is no obscurity left in their minds, on any of the points just explained. In order to ascertain that it is so, do not content yourself with questioning those who are well instructed; but address yourself rather to those whose intelligence is but little developed. Vary the language in which you clothe your questions; the sense will be the same, but, the words being different, you will see if the sense is thoroughly understood."

Another precaution is necessary in explaining: that of not giving the children a false conscience, by making them imagine that to be a venial sin which is really mortal, or that mortal which is only venial. The latter is the more common phase of this error; and what makes it the more dangerous is, that it is more apt to be committed by teachers of tender, than by those of moderate, piety. In their zeal to portray the horror of sin before the children in as glowing terms as possible, they are apt to exaggerate the species of the particular sin under discussion, rather than to insist on the fact that every sin, whether mortal or venial, from the simple fact that it is a *sin* at all, is the greatest outrage that man could offer to God, and merits a punishment, in some sort infinite. Let him lay before the children the words of St. Liguori, who says: "A venial sin is a greater evil than all the other evils that can happen to creatures. A lie, a venial curse, is a greater evil than if all men, all the saints, and all the angels, were to be sent to hell." A moment's reflection will convince the teacher that a false conscience in the children must be productive of the most lamentable consequences. Through forgetfulness, surprise, or the mischief of a companion, they may be guilty of imperfections and semi-deliberate venial sins by the dozen; and what must the consequence be, if all, or even some of these, are regarded as mortal? The children will be unhappy, scrupulous, discouraged, and in danger even of making sacrilegious communions, from the impossibility of avoiding these faults entirely between the time of confession and that of communion. Yet this false conscience is not uncommon, and I have found children who thought it a mortal sin to whisper in school; and they inferred it from the erroneous manner in which their obligations in this particular had been explained to them. Teachers must use great care, and never pronounce a sin to be mortal, unless they know without doubt that it is such. It is no trifle to say that a certain act is enough to condemn the soul to eternal fire; and the greatest theologians of the Church have weighed their words with the greatest care when treating of such matters.

I cannot, however, take leave of this subject, without again pausing to insist on the absolute necessity of explaining the catechism. It cannot be said to be taught at all, unless a thorough explanation is given of the text. If volumes by the dozen have been written on dogmatic and moral theology,—and the catechism is the abridgment of both united,—how is it possible that a little book, of perhaps one hundred pages, should, without note or explanation, afford children an adequate idea of their multifarious religious and moral duties? And it is almost equally impossible that, without explanation, illustration or anecdote, even this little should be understood or indelibly fixed upon the memory. Professors of history tell us that the best manner of impressing its facts on the memory is to study to cluster a number of anecdotes around each person or place treated of in the text. And we all know from our experience, however limited, that what is called the association of ideas is often sufficient to set the mind thinking, and recall many scraps of knowledge almost forgotten. The picture of a friend, for example, is shown us, and immediately the memory recalls a thousand incidents re-

garding him; and we begin to speak of him. So it is with the catechism properly explained, and judiciously interlarded with illustration and anecdote. Every question and answer will recall what the teacher said; and the anecdote, with which he illustrated the text, will show also the manner in which,—unconsciously to the children at the time,—he prepared the way for a wholesome instruction. Let me, then, beg of teachers, not to grow weary of explaining, but to heap it up; and provided it serve to elucidate the text, and questions are asked upon it, you can never have too much, or fatigue the children. Any one can ask the questions in the book, and hear the children recite the answers; the children could learn them if they would, without a teacher at all; but it is only the good teacher that can and will explain the catechism as it should be explained.

Children's Apologia.

(Arranged by Pastor and Sisters of St. John's School, Concord, N. H. For explanation of use see page 153 of our October number.)

QUEEN MARY.

"But I insist upon her maiden mercies

In proof that cruelty was not her nature.

She abrogated the tyrannic laws

Made by her father. She restored her subjects

To personal liberty; to judge and jury

Inculcating impartiality.

Good laws, made or revived, attest her fitness

Like Deborah, to judge. She loved the poor

And fed the destitute: And they loved her.

A worthy queen she had been, if as little

Of cruelty had been done under her,

As by her. To equivocate she hated:

And was just what she seemed. In fine she was

In all things excellent while she pursued

Her own free inclination without fear.

—Sir Aubrey de Vere.

Q. Who were the parents of Mary Tudor?

A. King Henry VIII. and Catherine of Arragon.

Q. In what century did she live?

A. In the sixteenth century.

Q. What sorrow clouded her early life?

A. The divorce of her mother, from whom she was cruelly separated and placed under the care of her mother's rival, Anne Boleyn.

Q. How was she treated by her father?

A. Her life was more than once threatened by her brutal father, who, at Anne Boleyn's request, disinherited her.

Q. What request of hers was refused by the king?

A. When told that her mother was dying, she begged with agonizing tears to be allowed to visit her mother and receive her last blessing, but in vain.

Q. What speedily followed the death of Catherine of Arragon?

A. The execution of Anne Boleyn.

Q. What effect had this on Mary?

A. She received a castle and allowance of her own. She was sponsor to the infant son of Henry's first wife, afterwards King Edward VI., and attended the funeral of his mother.

Q. What was her manner of life?

A. She began the day by reading the Holy Scriptures, hearing Mass, and reciting the Divine Office. She then gave a third part of the day to the study of languages and science, and finished with music and needlework.

Q. What cruel deaths had been enforced by Henry VIII. on her friends?

A. Blessed John Forrest, the confessor of her mother; Mary's old tutor, Blessed Richard Featherstone; and others were burned at the stake for their faith.

Q. Who was Henry's successor?

A. Edward VI., the son of Jane Seymour.

✠ The Journal management would be greatly favored if subscribers who have not yet remitted for the current school year would forward the amount at their earliest convenience. The time and expense of billing can thus be saved, to the betterment of the magazine.

Q. Did he try to induce his sister to become a Protestant?

A. He did, and a law was made at this time threatening with severe penalties any priest who should celebrate Mass, and every lay man or woman who should assist at Mass even in a private house.

Q. After the king's death what did Mary do?

A. She went to London and there she saw kneeling on the green before St. Peter's church many of the state prisoners who had been thrown into prison during the last two reigns.

Q. How did she meet them?

A. She burst into tears on recognizing them, and exclaimed: "You are my prisoners!" and freely pardoned all.

Q. Who succeeded Edward VI.?

A. Lady Jane Grey, King Edward, at the instigation of Northumberland, having left her as successor.

Q. Why did she not retain the throne?

A. The people refused to accept her, and she, with her husband, Lord Dudley, and Northumberland, was arrested and thrown into prison.

Q. Did Queen Mary show mercy toward her persecutors?

A. A list of twenty-seven persons who had tried to place Lady Jane Grey on the throne was brought to her to sign by the council in order to have them brought to trial; from this list the queen erased all but eleven, and only three were eventually executed.

Q. Did she bring Lady Jane Grey to trial?

A. No, though she was repeatedly urged to do so.

Q. Why then did she afterwards sign the warrant of the execution of Lady Jane Grey and others?

A. At the instigation of Parliament, which, after two conspiracies to seize the throne, thought the safety of the nation demanded it.

Q. Whom did the queen marry?

A. Philip of Spain. She restored the Catholic religion to the nation, and began to give back all the church property that remained in possession of the crown.

Q. How did she finally die?

A. After a lingering illness of three months, which she bore with cheerfulness, piety and resignation, she received the last sacraments and calmly expired before the close of the Mass.

Q. Why has the odium of "Bloody Mary" attached to her reign?

A. Because of her religion. We see the pious, humane and Catholic Mary is designated "Bloody," while her cruel, proud, revengeful sister comes down in history as "Good Queen Bess."

✠ In our next issue, we will present an important article on "The Training of The Teacher", by Very Rev. J. A. Burns, C. S. C., President of Holy Cross College, Washington, D. C. Father Burns has made a particular study of the training given our parish school teachers in the various novitiates, and his observations and suggestions will be found of great value by all who desire to increase their professional efficiency.

✠ Teachers of bookkeeping will find a timely and interesting article in our December issue, entitled "Do We Teach Bookkeeping as it is Practiced?"

✠ PRAYER is the key that unlocks the treasury of heaven. If you are to persevere in the course which you have taken, you must pray with devotion, with perseverance, with humility, with confidence, with resignation. Practice makes perfect is but another way of saying that by praying we learn to pray. This is the first power you must employ if you wish to persevere.—Rev. C. A. Shyne,

✠ BRING music into the school and let the children sing away their woe; bring music into the school and wake the children up; bring music into the school to relieve the tedium of your own task.

November Blackboard Drawing



A THANKSGIVING DINNER.

Language and Reading.

First Steps in Reading

MRS. CARRIE L. RECORD, SUPERVISOR OF METHODS, STATE
NORMAL SCHOOL, FREDONIA, N. Y.

It is the purpose of this article to suggest material for lessons which may grow out of the conversational work in class.

When we consider how close to the child's life the realm of fancy is, we readily see that in purely imaginative stories we have a most interesting field. Children like to make up stories. The teacher may take advantage of this fact and lead them to talk about imaginary children, their games and pets. To make it more real, these children may be named and their experiences and adventures may form a kind of continued story, every succeeding chapter of which will be filled with new delights. These stories may be begun while the reading is very simple and be continued as long as sight reading from the blackboard is kept up. It is surprising how long the interest in such lessons may be sustained, the children returning gladly to their little friends after a few days of other work. Suppose, then, we call these little people, about whom we are to read, George and Fannie. They may be brother and sister, or playmates; there may be three or four of them instead of two; they may go to school or not, as the pupils may decide. Talk about these children until they become familiar to the class. Then a lesson like the following may be given:

George has a wagon,

Fannie has a doll.

One day George took Fannie and her doll for a ride.

George's dog went too.

George and the dog ran.

The wagon broke and Fannie fell out.

It will be noticed that the sentences used in this lesson are simple and natural, and that many of the words are taken from previous lessons. Altogether, it is a very easy story to read.

That such lessons may not be entirely in narrative form, stories in which these imaginary children converse will vary the work and call forth good expression:

Where is your doll, Fannie?

Mamma has it.

Is it broken?

No, she is making a red dress for it.

Have you seen my ball?

Yes, it is in the barn.

These children of fancy may have parties, they may go to the woods or to the city, they may slide down hill in winter and watch for Santa Claus at Christmas—in short, they may do all the things that real children would do, and the pupils will not become tired of them.

These lessons may be interspersed with others about flowers and fruits, birds and animals—in fact, anything connected with the work in nature study. We thus have sufficient material for the first twenty weeks of the year.

At the end of this time the reader may be brought into use. I do not care to have pupils use a primer, preferring to give blackboard work until they are ready for the First Reader. That, however, is a matter of opinion.

Of course, the teacher's enthusiasm will be a large factor in the success of this work and, be assured, it is very easy to be genuinely interested. Success means, too, the ability to look at things thru the eyes of children, hence an appreciation of the things which they enjoy. More than this, it means thoughtful preparation of the lesson, not momentary inspiration.

During the greater part of the first term (twenty weeks) the work on the blackboard should be in script rather than print. As the time approaches when the book is used, the printed forms may be given. The change from script to print is very easily made, a few days being sufficient to acquaint the pupils with the printed form of words, the written forms of which they already know. This may be done by putting on the board both forms of the same word and calling attention to the word in the book. When the children begin to use the book, if they do not easily recognize some of the words which they have learned, write (not print) them on the board.

The very ease with which the change is made is an argument in favor of the written form, especially when we wish children to learn but one form at first.

Then, too, the constant use of the word in writing enables the children themselves to reproduce it more easily. Of course, if a price marker is available, the lessons may be printed on manila paper and used as charts. The average teacher does not know how to print well, hence her blackboard work, accomplished slowly and with difficulty, would not be satisfactory.—American Education.

Written Reproductions

Written reproductions should not be attempted until the class has reached a fair degree of facility and of correctness of expression in oral productions.

Oral expressions can readily be put into better form, if need be, thru the suggestions of the teacher before crudities of expression have become fixed, as they would be by the use of the pencil.

It is fortunate that when we express ourselves in oral language, intent chiefly upon the thought, as we always ought to be in a first expression, the language that we use makes very little impression upon us, and we are not very likely to recall it. But if we write, the slowness and formality of the writing, and the sight of the words in their order in the sentences, tend to fix the words and their arrangement in the mind. Hence expressions should be put into the best form readily obtainable by the pupil, before they are committed to writing.

Method

After a story has been reproduced orally, and before it has become familiar by repetition, the teacher may write upon the board a little summary of the story or a column of catch words that will help the pupils to reproduce the story. The pupils may then be set to writing it, each in his own style, but fully and interestingly. During this writing the teacher may pass among her pupils to notice their work, giving an occasional suggestion or criticism, or she may stand by her desk ready to answer questions as to the spelling of words, the punctuation of sentences, or the best forms of expression.

When the time for writing has expired all should be required to cease writing and to attend to the reading

and criticism of what they have written. As they read their reproductions, one after another, these may be criticised by the teacher or by the pupils as to (1) omissions, (2) incorrect statements, (3) faulty constructions.

Omissions should be supplied by other members of the class. Incorrect statements should be rectified and faulty constructions amended during a free and kind conversation between teacher and pupils.

It is not necessary that the teacher should look over the slates or papers for minute criticisms. The reading will suggest the main points.

The teacher of younger pupils may ask, What is your first sentence? How does it begin? How is it punctuated? How are the words spelled? Can it be improved? Appeal to the class to know if the answers are correct.

Exercises not well done should be rewritten. Young children are much more patient of these rewritings than older ones are, and all of the simpler and more common faults of writing ought to be extirpated at an early period.

—Tarbell's Teachers' Manual. Ginn & Co.

Grammar in Intermediate Grades

There are very apparent differences between oral and written or printed communications. The speaker is more readily understood by the hearer than is the writer by the reader. There are two chief reasons for this: (1) The speaker uses simpler idioms, and (2) he has the help of gesture and elocution to assist the understanding of the person addressed.

Now as the pupil's education progresses there comes the time when he is obliged to get information thru the complex and ornate idioms used by writers of text-books. The truth he seeks is hidden in straggling sentences, printed in plain black on a white surface. His imagination must supply the aid rendered by elocution to the spoken message. A reader must have the ability to decipher a message, and also to analyze it into its elements, in order to possess himself of the truth it contains. Unless he acquires this power of analysis he can not get information thru reading.*

The reading course of the public school is intended to give the power of analyzing. It consists usually of five graded readers, but in many schools supplementary readers are used. Yet, in spite of the efforts in that direction, the course has failed to make intelligent readers of all the children. Many of them pass out of school without acquiring the reading habit which is the sure index as to whether the understanding has been educated.

Grammar lessons ought to supplement the reading lessons all along the course. A visit to a school anywhere will discover the teacher of reading busy with word and rhetorical exegesis. These are universally admitted to be necessary. But rarely do we find a teacher who practices sentence exegesis as part of his method in teaching reading. The outlines of method which follow are intended to fill the gap pointed out. They will be found useful to every teacher of reading.

Method Illustrated

In using language with the motive of imparting information, one expresses himself in a series of statements. Confronted with the bare text the pupil must be able to separate the series into its sentence-units, and the sentence itself into its thought-units: he must be able to do all this rapidly else his thought-getting halts. We ought to assist him in acquiring the power to read understandingly as well as expressively. Mother Nature does this for about sixty per cent of

the children after they have droned thru eight years of reading lessons. We can increase the percentage to ninety and reduce the period to five years by constituting ourselves assistants to her.

The sentence is a product of evolution, as is the paragraph, or series of related sentences. Their functions can not be defined to the young mind except thru experience. The functions of the sentence and each of its elements can be learned inductively. The sentence consists of two main elements which can be brought into perception by questioning. One good way of doing this is shown below. Take the following series, which is copied from a school reader, or a similar one, and lead the children by asking: What is spoken of? and What is said? to perceive the main elements of the sentences. Put the analysis on the board and require it to be copied by the children.

"One day a boy was walking in a field where some sheep were kept. An old sheep came running towards him. She did not seem to be afraid. She looked at the boy and bleated loudly. Then she ran off a few steps, and came back again. This was new to him; he had never seen a sheep do so before. At last he followed her. They came to a brook. In the brook was her little lamb. The boy rescued the lamb a once. The mother sheep was pleased and bleated her thanks to him."

Analysis

Things spoken of	Things that are said
1. A boy.....	1. Was walking one day in a field where some sheep were kept.
2. An old sheep.....	2. Came running towards him.
3. She.....	3. Did not seem to be afraid.
4. She.....	4. Looked at the boy and bleated loudly.
5. She.....	5. Ran off then a few steps and came back again.
6. This.....	6. Was new to him.
7. He.....	7. Had never seen a sheep do so before.
8. He.....	8. Followed her at last.
9. They.....	9. Came to a brook.
10. Her little lamb.....	10. Was in the brook.
11. The boy.....	11. Rescued the lamb at once.
12. The mother sheep....	12. Was pleased and bleated her thanks to him.

A few repetitions of this lesson with different material will cause the sentence to define itself in the child's mind as a thing that tells something. He will perceive that it consists of two main elements. He will have learned subject and predicate inductively.

Studies of paragraphs taken from the reader used by the children or from their own compositions should be made in order to discover the subordinate elements of the sentence such as adjective, adverb, objective, appositive, attribute, et cetera. The plan may be varied in many ways. One thing, however, is essential, viz.: the children must be made to classify or group the answers to the teacher's questions. The teacher should make the study just as exhaustive as the knowledge of the class will warrant. He must use the questions: How, When, Where, Why, Whom, Which, Whose, What Kind of, et cetera, in order to find in the sentences under observation material for classification. Like should be classified with like; that is, answers to any one question should be grouped together.

The writer visited a fourth reader class in which each child had a blank-book in which the result of two months' study was classified. Two pages were devoted to recording the answers to each question used. Here were collected more than forty ways of telling when, and kind of. Other groups contained varying numbers, but in them there was enough material to complete the inductive study of all the sub-elements of

*It is a mistake to think that the author can transmit to the reader his exact thought. His view-point gives him specific knowledge of the message conveyed; the reader apprehends it generically. To make working knowledge of it he must specialize it by his own experience. This remark demonstrates the necessity of nature-study in conjunction with the reading course.

the sentence, and they had done so.

These children had learned the functions of all elements, and were using the conventional names. Adjective, and adverbial, and objective elements were clearly defined in their minds. They knew and could prove by reference to their lists in the books that each of these elements may be a word, or a phrase, or a clause. They knew the terms simple, complex, and compound as applied to sentences. They were well prepared to read understandingly the text in grammar they would use the following year. And it is certain that they were a hundred per cent better readers than they would have been had their teacher neglected to give them supplementary grammar lessons.

Composition Booklets

Composition lessons are generally based on the principle that children learn to think and to express their thoughts by observation and imitation.

In order to carry out this principle, have the pupils make composition booklets. Simply take paper that is comparatively thick and make convenient sized booklets. Then have the children gather such flowers and leaves as may be found in the fall; namely, goldenrod, pansy, oak leaf, maple leaf, etc. After these have been pressed and are thoroly dry, paste one flower or leaf on each page of the booklet. Underneath each of these specimens have little compositions written, bringing out such thoughts as, what their colors are, when and where they grow, and all points which will lead the pupils to be close observers.

This will afford much pleasure for the children of the third or fourth grade and also be very profitable.

Alice L. Hazen.

New Words

I have found the following plan of learning new words in the reading lessons to work well with those who have not yet learned the use of the dictionary. When the children take up a new lesson they each make a list of all the words they can not pronounce or of which they do not know the meaning. The study period being over I gather the lists and copy on the board. This list is pronounced, and each word discussed until it is the children's own. After this exercise the children read with understanding and pleasure. If a child finds a word which he can not pronounce correctly while reading aloud, he is shown that the fault is in making his list. To be the only one who does not know his lesson is chagrining and his next list is more carefully prepared.

Grade Teacher.

To Dramatize an Indian Story

There is, without doubt, in every child's heart a love to "act things out." He can be a horse or a man with equal ease and enjoyment, and to be an Indian is a special delight.

If you use the *Cyr's First Reader* in your school you will remember the Indian story. This is the way we played it: A few branches from the trees outside converted 'one of our corners into quite a forest. Three

brooms tied together near the top of the handles made the framework for the wigwam and around this we wrapped a table scarf, leaving the ends of the broom-handles protruding.

The black-haired, black-eyed boys and girls were chosen and with a few feathers stuck in a band around the head and a bow and arrow the boys looked like "braves" indeed, while the little girls, with a red shawl or scarf pinned around the shoulders, made good squaws. A small doll was tied to a board and hung on one of the branches, and we were ready for the visit of Harry with his marbles.

The children simply loved Indians after that little play, and to read and play "*Hiawatha*" was a delight.

Rozella Voglesong.

Busy Work and Reading

If the child is not kept busy in some profitable way, it has been discovered by the experienced teacher that it will busy itself in some mischievous or unprofitable manner. On these grounds I offer one suggestion for beginners.

Each day write on a one-half-inch square of cardboard or durable paper, for each child in the class, about three copies of each new word given.

Procure an empty spool box for each child in the class and place the words for each pupil in a separate box. The number of words multiplies rapidly.

After the oral lesson the children are seated and one of the boxes given to each. Direct the children to find in their boxes the new word in the day's lesson. At another time let all the known words be placed in one pile and the unknown in another. Again let the children make as many piles as there are words.

They may also form sentences and stories, using the new words and any others they may need and can find in the box. These words and stories may be copied on the slates from the cardboard.

J. S. Mundy.

Memory Gems

My pupils have learned to look for something new when they enter the schoolroom in the morning. It may be a picture of a painting by some artist whom I wish them to know, or a new song. More often they are greeted by the words of some noted author which I have placed on the board. At the first opportunity they expect to be called upon to recite the gem from memory. It is always a pleasure to be one of the first to know it, and also remember the author's name. Often in a few minutes the pupils have repeated every gem placed on the board for weeks past. We usually try to see how many we can repeat between the first bell which warns us of the close of school and the bell of dismissal.

Grade Teacher.

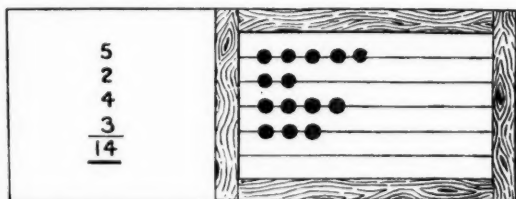
Number and Arithmetic.

Simple Addition

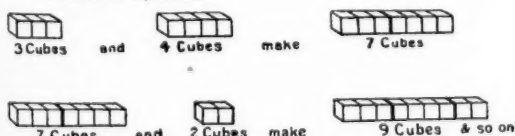
[These suggestions and a great many more on the topics in arithmetic and in the other branches taught in the schools may be found in "The New Manual of Method," by Longmans, Green & Co., N. Y.]

I. Units.—To teach simple addition of units, any of the material objects used in the lessons on notation may be utilized. If the teaching in those lessons has been successful the children ought already to be able to add units up to 100. The teacher's work will then be limited to the method adopted of setting out the work, and to making this intelligible to the children. Where neither picture numbers nor kindergarten sticks nor equivalent aids have been used, the teacher might use the ball frame and the blackboard (B. B.).

1. Dictate the number 5, count 5 beads on the ball frame, and write the figure 5 upon the B. B. Proceed in the same way with the other numbers.
2. In each case the counting is to be done first in the concrete with the beads, then in the abstract with the figures on the B. B.
3. The work is to be done step-wise, thus:
3 beads and 4 beads make 7 beads. 3 and 4 make 7. 7 beads and 2 beads make 9 beads. 7 and 2 make 9. 9 beads and 5 beads make 14 beads. 9 and 5 make 14.



4. The teacher then draws a line beneath the 3 and writes down the 14. The class might then go thru the same process, beginning with the top figure. The children will see that the same answer is obtained.
5. The work might then be varied with kindergarten cubes, thus:



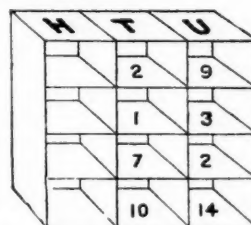
The advantage of the cubes is that the growth of the addition is made clear step by step. As in the previous case the B. B. should be used. By thus varying the objects the certainty and accuracy of the truths involved are impressed upon the child, who thus learns that whatever the object used may be, 4 and 3 always make 7. The transition to the abstract is also rendered

easier.

6. All the concrete objects should now be removed, and the work done mentally. Other examples should follow to give the necessary practice for accuracy.

II. Tens.—The preparatory lessons on notation, or the use of picture numbers and the arithmetic problems involved, ought still to be sufficient to make this next step fairly easy to the children. "Carrying" is an added difficulty in this case. The numerical box and the B. B. might be used for this lesson.

1. Show the box and explain the use of its compartments. Let the class thoroughly understand that all the units will be placed in the compartments under the U, and all tens in the compartments labeled T. The hundreds can be left till the next lesson.



2. Practice the class in the decomposition of numbers on the B. B. Thus:
29 is equal to 20 and 9, i. e., to 2 tens and 9 units.
13 is equal to 10 and 3, i. e., to 1 ten and 3 units.
72 is equal to 70 and 2, i. e., to 7 tens and 2 units.
10 tens makes 100. Hence we have 100 and 14, which is written 114.
3. Set the above sum on the B. B., and decompose the first number 29 as shown. The class will readily understand you when you place 2 sticks under the tens (T), and 9 sticks under the units (U). Proceed with the other numbers in the same way. The bottom compartments can be used as answer compartments.
4. Commence with the units compartments. Take the 9 sticks out of the top compartment and place them in the next below. Let the class count all the sticks in it—12. Then 9 sticks and 3 sticks make 12 sticks. Next take the 12 sticks out and place them in the next below, and again let class count all the sticks within that compartment—14. Then 12 sticks and 2 sticks make 14 sticks.
5. Then turn to the B. B. and let the work be done there in the abstract, thus: 9 and 3 are 12, 12 and 2 are 14.
6. Proceed in the same way with the tens compartments.
7. Then explain as shown under the diagram, and the total is found to be 114.
8. Now turn to the B. B. Cast the units

T	U
2	9
1	3
7	2
11	4

to the tens column; thus $1+7+1+2=11$. Tell them to write down the 11 beside the 4, and they will perceive that the answer is again 114.

The reason for so doing ought now to be well understood by the class.

9. As a confirmatory step compare the two methods of expressing the number 114, and let the class see that they both produce the same result. Thus 10 tens and 14 units = 100 and 14 = 114. 11 tens and 4 units = 110 and 4 = 114.
10. Further exercises should be dealt with in the same way, the sticks and the box being eventually withdrawn, and the whole work done in the abstract with the figures only. "Hundreds" can be taught in the same way.

Hints and Helps in Arithmetic

Compound Numbers

In teaching compound numbers follow the plan indicated in the text-book in use in the school, but give additional mental drill in reducing, adding, subtracting, multiplying and dividing compound numbers of two denominations. Do not feel obliged to teach all the tables in the books, but teach thoroly only those tables, and those parts of tables, actually in use.

Give pupils practice in reducing mentally, units of a given denomination to fractional units of a higher denomination, and in simple cases to decimals of a higher denomination.

In all work with compound numbers, deal first with small numbers, and when the processes are thoroly understood, introduce larger numbers. In case of the pupil's failure to solve examples or problems, where numbers involved are large, substitute for the large numbers smaller ones and lead up to the larger ones. Require pupils to make and solve many original problems. The solution of problems has for its practical outcome the development of the reasoning faculty, and consequent ability to apply what is learned of numbers, to solving the various practical questions arising in daily life. Hence problems should not be treated as if they were mere examples whose only use is to furnish drill in computing.

When processes and principles have been mastered, further practice in applying them has no value other than to develop skill. Practice work should therefore be so chosen as to develop the required skill with most dispatch. It will sometimes be found a profitable exercise to solve examples as rapidly as possible without explanation, attending only to correctness of the answers. In other cases, to get practice in reasoning, have pupils tell how problems should be solved, but not do any of the computing—get no answers.

In connection with work in decimal currency, teach pupils to write bills, statements of accounts and receipts; to carry out and foot bills, and to find balances due on accounts having debit and credit items. Such examples are always found in the books, and should be utilized.

Fractions

Train pupils in changing fractions to hundredths until they can tell instantly the number of hundredths in any proper fraction whose denominator is an aliquot part of one hundred; also the number of hundredths in proper fractions having the following numbers for denominators: 3, 6, 8, 9, 12, 15, 30, 40, 50, 60.

Make a table of the various fractions used in this work,

and their equivalents expressed in hundredths and with the sign of per cent., and require pupils to learn it. Fix in pupils' minds the fact that any number of hundredths of a number is the same per cent. of it.

Drill pupils in finding various per cents. of numbers easily handled. 1st step. Reduce the per cent. to a common fraction. 2d step. Find the fractional part of the number. Deduce the rule and learn it. Require them to find the same result, by finding that decimal part of the number represented by the rate per cent. Show the equivalence of the two operations, and have the rule for performing the second operation learned. Employ the first way when it can be readily used.

In finding what per cent. one number is of another, drill pupils to find, 1st, what fractional part one is of the other; and 2d, to find that part of one hundred per cent. Illustration: 3 is what per cent. of 8? 1st. 3 is what part of 8? Ans., $\frac{3}{8}$. 2d. $\frac{3}{8}$ = what per cent? Ans., 37½ per cent.

Give numerous examples. Show that the foregoing is equivalent to dividing the number expressing the part by the number with which it is compared (as $\frac{3}{8}$ above, may be read 3 divided by 8), carry the division to the hundredths place.

Drill pupils in changing examples in percentage to questions in fractions, and then solve. Illustration: 15 is 40 per cent. of what number? Re-state the question; 15 is $\frac{2}{5}$ of what number? Solve.

Give practice also in analysis without reducing the per cent. to a fraction. Deduce and learn the rule.

Drill also in finding one per cent. of the number; one hundred per cent. of the number; required per cent. of the number.

Let the constant aim be to secure accuracy and rapidity in reaching results. When pupils understand the analysis and can state it in a given class of work, then drop the analytical statement of steps in the operation, and require results only.

Be sure that pupils recognize the fact that this work in percentage is only work in fractions in another form. If the work thus far indicated has been properly done, pupils will have little difficulty with the remaining subjects in percentage which do not involve the element of time.—Wisconsin Course of Study.

Intellectual Value of Mathematics

All intellectual attainment of high order is acquired by constant exercise of mind and brain. Mathematics is intellectual gymnastics. The study increases the capacity and power of the mind in the same way as physical exercises increase the size and power of the tissue and muscle. If mathematics had no other value, this would be a sufficient reason for its retaining a prominent place in the curriculum of our schools. By the discipline it aids the mind in grasping any subject and what might otherwise be difficult of attainment is made comparatively easy by the increased ability of the mind, due to the study of pure mathematics.—Henry S. Baker, St. Paul, Minn., High School.

Short Cuts in Multiplication

GEO. E. KING IN BUSINESS EDUCATION.

To multiply by $3\frac{1}{2}$, which is $\frac{1}{2}$ of 10, multiply by 10 and take $\frac{1}{2}$ of the result.

To multiply by $2\frac{1}{2}$, multiply by 10 and take $\frac{1}{2}$ of the result.

To multiply by $1\frac{1}{2}$, multiply by 10 and take $\frac{1}{2}$ of the result.

To multiply by $7\frac{1}{2}$, multiply by 10 and deduct $\frac{1}{2}$ of the result.

To multiply by $6\frac{1}{2}$, multiply by 10 and deduct $\frac{1}{2}$ of the result.

To multiply by $8\frac{1}{2}$, multiply by 10 and deduct $\frac{1}{2}$ of the result.

To multiply by 15, multiply by 10 and add $\frac{1}{2}$ of the result, which is five times the number.

To multiply by $13\frac{1}{2}$, multiply by 10 and add $\frac{1}{2}$ of the result.

Then, taking the aliquot parts of 100, to multiply any number by $12\frac{1}{2}$ multiply the multiplicand by 100 and divide the result by 8.

To multiply by $14\frac{1}{2}$, multiply by 100 and take $\frac{1}{2}$ of the result.

To multiply by $16\frac{1}{2}$, multiply by 100 and take $\frac{1}{2}$ of the result.

To multiply by 25, multiply by 100 and take $\frac{1}{4}$ of the result.

To multiply by $33\frac{1}{2}$, multiply by 100 and take $\frac{1}{2}$ of the result.

To multiply by 50, multiply by 100 and take $\frac{1}{2}$ of the result.

To multiply any number by $66\frac{2}{3}$, multiply by 100 and deduct $\frac{1}{3}$ of the result.

To multiply any number by 75, multiply by 100 and deduct $\frac{1}{4}$ of the result.

To multiply any number by $87\frac{1}{2}$, multiply by 100 and deduct $\frac{1}{2}$ of the result.

To multiply any number which is a little less than 100 or 1000, etc., multiply the number by 100 or 1000 and deduct from the result as many times the multiplicand as the multiplier is less than the 100 or 1000.

Illustration: To multiply \$473 by 95, multiply by 100 by annexing two ciphers, which gives \$47,300, and deduct five times \$473, which leaves \$44,935.

Operation: $\$473 \times 100$ equals \$47,300
 $\$473 \times 5$ equals 2,365

$\$473 \times 95$ equals \$44,935

To multiply \$3,172 by 98, annex two ciphers, and deduct twice the \$3,125, which leaves \$310,856.

To multiply \$3,125 by 989, annex three ciphers, which multiplies the number by 1000, and deduct eleven times \$3,125, which leaves \$3,090,625.

To multiply by any number which is a little greater than 10 or some power of 10, we may shorten the operation by first multiplying by 10, 100, or 1000, and then add thereto as many times the number as the multiplier is greater than 10, 100 or 1000, etc.

Illustration: Multiply 3,462 by 103. First multiply 3,462 by 100 by annexing two ciphers and to this result add three times 3,462, which gives 356,586. Again multi-

ply 2,725 by 1,008, annex three ciphers, and add eight times the 2,725, which gives 2,746,800 as the result. This, as you notice, centralizes the multiplication around the 10 or some power of ten.

Miscellaneous Short Cuts in Multiplication

To multiply any number of two figures (the sum of whose digits is less than 10) by 11, simply place the sum of the two figures between the digits of the multiplicand; \$42 multiplied by 11 equals \$462; \$15 multiplied by 11 equals \$165; simply placing the sum of 4 and 5 between the 4 and 5. This is a short cut that is very easily learned and it is easy to remember.

To multiply any number by 11, obtaining the result direct, we may vary the above method slightly. To illustrate: suppose we multiply 5,432 by 11. For the unit's figure of the product, bring down the 2, then for the ten's figure add the units and tens of the multiplicand; that is, the 2 and 3, giving 5 for the ten's figure in the product. For the next figure in the product, add the tens and hundreds of the multiplicand, 3 plus 4 equals 7. For the thousand's figure of the product, add the hundreds and thousands of the multiplicand, giving 4 plus 5 equals 9, and for the tens of thousands, simply bring down the left hand figure, 5. The reason for this can clearly be shown by multiplying the 5,432 by 11, using the partial products, as follows:

5432
 11

5432
 5432

59752

By this outline you notice that we have for the unit's figure of the product simply the 2 in the partial product to bring down, and for the ten's figure of the product, we have the 3 and 2, as shown in the partial product, giving 5, and for the hundred's figure in the product, we have in the partial product, the 4 and 3, giving 7, and for the thousand's figure in the product, we have the partial products 4 and 5, giving 9, and for the tens of thousands in the product, we have simply the 5 to bring down. The principle of this may also be applied in multiplying by 111, 1,111, etc. In carrying out this method of multiplying by 11, we may similarly multiply by 22, 33, 55, etc. To illustrate: suppose we multiply 3,245 by 22, obtaining the result direct, and not using the partial products. We have, then, for the unit's figure of the product, two times the 5 in the multiplicand, which gives 10. We place down the cipher and carry the 1; then for the ten's figure of the product, we have two times (5 plus 4), which gives 18, to which we add the 1 to be carried, making 19. Write the 9 and carry the 1. For the next figure of the product, we have two times (4 plus 2), which equals 12, and adding the 1 to be carried, we get 13. We place the 3 in the product and carry the 1. For the thousand's figure of the product, we have 2 times the sum of 2 and 3, or 10, plus 1, making 11. Write the 1, and carry 1. For the next figure in the product, we have simply 2 times 3, or 6, plus the one to be carried, making 7; giving us for the product of 3,245 multiplied by 22, 71,390. In this method you will find that there is a great saving in time.

To multiply any number by 9, we may first multiply by 10 and subtract each figure in the number to be multiplied, from the figure to its right, which is the same as multiplying the number by 10, and deducting one time the number. To illustrate: multiply 3,563 by 9. Multiply the number by 10 and we have 35,630; from this subtract one time the multiplicand, or 3,563.

35,630
 3,563
 32,067

Geography and History.

Plans for Home Geography Study

SUPT. C. E. MANN, ST. CHARLES, ILL.

The imagination must ever play an important part in all successful work in geography and the concrete material furnished by our home surroundings is largely that upon which we must rely for our correct images. The real things, the actual work and business that may be seen, the physical conditions about us are first to be carefully and intelligently seen and then the imagination may build up a larger world of real things, activities and physical conditions, all somewhat like and yet unlike those with which we are already familiar; but it must not be supposed that either children or adults have really observed many of those things that years have made familiar. Inaccurate, vague observation is neither knowledge nor a safe foundation for knowledge. The larger understanding of the world must begin by giving the children's observation very definite and conscious aim. Problems must be clearly conceived by the teacher and then definitely and plainly proposed before either interest or advantage can come from an attempt at their solution by the children. Irrelevant matter, however valuable in itself, should be mercilessly excluded from consideration; first, because it will confuse the children's thought; second, the one who is tolerated in this way is deceived into thinking he is contributing something valuable, and finally it tends to fix a vicious habit of illogical thinking, so ruinous to all effective work.

The knowledge which children may be fairly expected to gather thru well directed observations will, very naturally, group itself about the common foods and drinks, the fibers used for clothing, the building materials and the fuels, with something about transportation. The children can easily bring to the schoolroom samples of most of the cereals, of coffee, of tea, of sugar, and, after they have been sufficiently studied, these samples can be placed in boxes or bottles of appropriate size and form, and in a very short time a most complete and useful cabinet will be formed. In a similar way can the children observe fruits, nuts, spices and some of the more common special food preparations. The home, or the nearest grocery, will readily furnish specimens for study, and much more satisfactory work can be done studying specimens in the schoolroom than in the home or the grocery. A discussion of the common meats will lead to a knowledge of the kind of animal that furnishes each variety and some of the more marked characteristics in the life of these animals. Nothing should be sought because it is remarkable or strange; choose rather the familiar things in order the better to see their great values, and let the novelty of the discussion and ob-

servation come from the more accurate and broader knowledge that may be gained by properly considering those things which the children may have thought they knew quite thoroly before. No more valuable lesson can be learned by the children than that of the necessity for accurate knowledge. The child that recognizes his weakness has taken the first step toward strength.

Let it never be forgotten that in carrying on this work a mass of loose, chaotic, half-knowledge which the children's experience has already furnished should now be corrected and made definite, and thus become a most valuable fund on which to draw in all future work.

A consideration of the important food products will very naturally lead to the further consideration of some of the most important matters required for their production; as soils, warmth, rainfall, methods of planting, cultivation and harvesting. The further fact will come to the knowledge of the children that some of the foods are produced in our own country and some come from abroad, and we must consider how to present as clearly as possible the matter of location.

Probably no better way of teaching children the meaning of a map, including the idea of relief, has been devised than that of having them take a bird's-eye view of some section and then show them how to make a sketch map representing its main surface features. With this will necessarily be associated that of some definite measurement that shall constitute a scale. No such excursion should be undertaken until the teacher has previously taken it and knows just what can and should be seen and has also instructed the children what is most important to look for. Mere going will not be seeing, nor will it necessarily furnish anything educative.

Some observation of small hills and valleys, of watersheds and surface drainage and erosion, in convenient nearness to the schoolhouse, should be made and will be understood. The value of surface cultivation in retaining moisture may be demonstrated by taking two boxes of the same size and filling them with the same kind of soil, then weighing them, and letting the surface of one be left untouched and that of the other be frequently stirred and kept well pulverized and both boxes be tested by weighing from time to time, thus children can determine for themselves one of the main objects in the surface cultivation of various crops.

The textile fabrics lend themselves to schoolroom observation with great readiness. If requested, the children will bring samples of different kinds of cotton, of woolen, of linen and of silk fabrics. These may be observed and compared and finally cut to a uniform size and pasted on cardboard of convenient size and laid away for future use. Almost always an inquiry will bring to the schoolroom the stalks of flax with the seed still on, stalks of cotton showing the fiber in the ball, always samples of wool, and sometimes of the silk cocoon. Flax and cotton seed may be planted and the plants observed during growth. Nearly every neighborhood can furnish a spinning-

wheel, and a simple loom may be made or bought, and thus may be gained a very intelligent knowledge of the essentials in the great textile industries.

The building materials are always at hand and samples may be brought into the schoolroom. If there is a stone quarry near, visit it, after determining what it is desirable to see; the sight of a brick-yard, a tile factory or a lime-kiln will be very helpful, but the products of all these may always be had. One or more visits to a house in process of erection will be well. There is no excuse for not knowing at least a few of the trees that are specially valued for their lumber. Almost every neighborhood, prairie or woodland, has white pine, Norway pine, white oak, red oak, white elm, black walnut and hickory trees and these furnish a very large part of the world's lumber.

In studying a few of the more important processes in manufacturing, try to see but one simple thing at a time. How is coal made to produce steam? How is steam taken from a boiler to a steam cylinder and made to move a piston? How can a belt from the drive wheel on an engine be made to turn a line shaft in a factory? How can water turn a wheel? Each of these questions is fundamental in the manufacturing world and each by itself is very simple, and a little observation by the children either singly or in groups, after the matter has been carefully talked over, will lead to a correct answer. Visiting a large manufacturing plant will not do it. In fact, such visits are of very small value to fourth or even fifth grade children.

Children can easily be led to see that each farmer spends quite an appreciable amount of time hauling his surplus products, milk, grain, livestock, to the most convenient shipping point. The amount of time and energy that this will require depends largely upon the condition of the roads, and children can understand that a well rounded roadbed that has good surface drainage and a top finish of gravel or crushed stone is an economical investment of money. It is easily understood that to haul a ton of produce a mile, on even a good road, costs as much as it would to send the same material on a well equipped railroad twenty miles, or by ocean steamer two hundred miles, and that on a poor road the expense is more than doubled, so that it not unfrequently happens that it costs a farmer more to haul his surplus product five miles from his home to the nearest railway station than it does to ship it from there to a market five hundred miles away, he, in the meantime, placidly continuing to drive thru mud and "chuck" holes day after day, putting in his spare time complaining of "hard times" and the exorbitant freight rates charged him by railroads for taking his products to market. It is with the highways that we should begin to study the great problem of transportation.

It is frequently surprising that children have so large a fund of loose observation on the transportation problem. It simply needs to be made more definite and put into organized form. They will have observed wagons very differently arranged so as to be adapted to hauling different products, as gravel, coal, hay, corn in the ear, flour, unsacked wheat. They will have noticed railroad trains having cars adapted to carrying coal, loose grain, furniture, cattle, hogs, sheep, poultry, fruit, butter, mail, passengers asleep and passengers awake, passengers that are dining and passengers that are smoking. They may have noticed

the springs under the passenger coaches, and may know something of the use of air brakes and automatic couplings. Help the children to put this into the form of conscious knowledge by learning not only the use of each of the observed forms, but also to understand how each is adapted to its use.

If the work here outlined is successfully done the children will have a very fair foundation for that larger knowledge which we hope to aid them in gaining.

All places referred to should be located in direction and comparative distance from home and the globes and maps used at every step to help in this matter. Have all wall maps hung on the north wall, and, so far as possible, maps in books placed with their tops actually to the north.

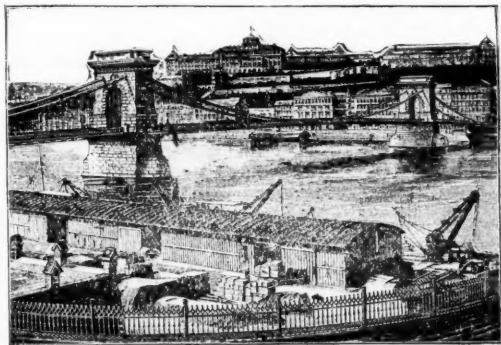
Stories of Great Rivers

A. ALEXANDER
The Danube

The Danube is the second largest river of Europe. It is about 1,770 miles long, drains over 300,000 square miles of territory and has sixty navigable tributaries.

Until about the last of the fifteenth century it was a part of one of the two principal trade routes between Europe and the far East, and up this river was carried much of the spices, tea, dried fruits, the fine silks, pearls and other things from China, Japan, East Indies, India and other parts of Asia. By the same route woolen goods and other products of western Europe were sent to Constantinople and the East.

Today the Danube is more traveled over than ever, tho now the commerce is principally internal, as it opens into the Black Sea, over which little commerce



BRIDGE OVER THE DANUBE AT BUDAPEST.

is done with the East. Still much grain passes this way, out thru the Bosphorus to many parts of the world.

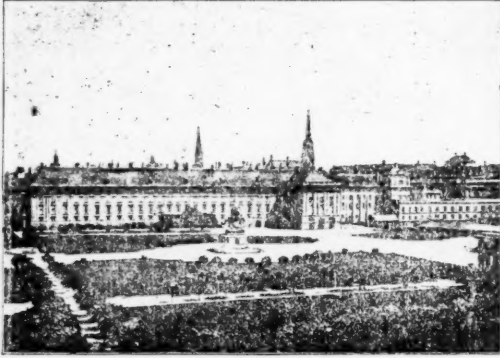
This river is supposed to be formed by the union of two small streams which rise in the Black Forest of Baden, at a height of about 2,250 feet above sea level.

Suppose we take a trip down the Danube, starting at Ulm, a quaint little city with crooked streets and old houses many of them built before the ocean route to Asia was discovered, and which is at the head of navigation. It is a much smaller place now than in the early days.

Then there is Regensburg, a place of about 35,000, in Bavaria, an ancient city pleasantly situated on the right bank of the Danube. The town-house, a gloomy pile

dating back to the fourteenth century, contains the rooms occupied by the imperial diet of Germany from 1663 to 1806. Among the chief manufactures of the city are iron and steel wares, pottery, parquet flooring and lead pencils.

Going on down the river the country becomes more mountainous. Finally we reach Linz, where the Dan-



THE EMPEROR'S PALACE AT VIENNA.

ube flows thru the mountains from Bavaria to Austria. Passing on toward Vienna, the scenery is found to be even more interesting than that of the Rhine. The mountains are higher and steeper, and there are here, as along that river, many old castles. As we go on we see green meadows, stretching away from the river, in which many cattle are grazing. Then there are hills covered with vineyards, and others higher and darker covered with pine trees.

In some places thru the meadow land the river is very wide, and at others between the hills it may be very narrow.

Along this course are quaint old villages, with one-story, thatched houses built up to the streets, where goats and geese are seen feeding, and the people with, to us, strange costumes may be seen going about their daily affairs.

On the journey we pass a raft of lumber, the logs being tied together in piles, and upon it a hut where the lumberman lives while taking the raft down the river, for there is a great deal of timber along the Danube and its tributaries; or we see a queer-looking barge, belonging to a man who trades from town to town along the river, he and his family living on the barge.

Several other old castles are passed, which, if they had tongues, could tell of many horrible things that happened in them during the Middle Ages. Among them is Durenstein, the great castle on the rock where King Richard I. was confined.

As we near Vienna the traffic of the river thickens. Finally the tall spire of Saint Stephen's Cathedral, about 450 feet high, and other tall buildings come into view. Here we may stop for a short time. Vienna is the fourth city in size in Europe, and is the brilliant capital of the second largest European country—Austria-Hungary—and one of the richest countries, tho as yet the resources are not very well developed. To the north, in the plateau of Bohemia, are many factories supported by coal and other minerals near

by. In the south is the vast plain of Hungary, partly surrounded by mountains and called the granary of Europe. It feeds millions of sheep, hogs and cattle besides raising a great amount of wheat.

The principal street of Vienna is called Ring Street, a wide avenue, about two miles in length, which surrounds the heart of the city, and having double rows of linden trees in the center. It is lined with such magnificent buildings that it has been called the finest street in the world. Here are the houses of parliament, a university having thousands of students, the great museums, picture galleries and stores. The buildings are very large, some of them occupying a whole block, and few having less than five or six stories, with stores on the first floor and dwelling apartments above.

This city is a gay and beautiful place, and the people are noted for their love of pleasure and fine dress. They are also fond of music, and the Imperial Opera House is one of the largest in the world.

The Prater, a great park of several thousand acres, is the chief pleasure ground, and is reached by bridges across the Danube. Here are about four thousand acres of oaks, ash, chestnuts and elms, the thick branches of which shut out the sun. Then there are also lakes, canals, and velvety lawns, and many shows for children.

On the streets may be seen people of many nations, for Vienna is one of the cross-roads of the continent.

Vienna contains the emperor's palace, in which he and his family live. In this is the treasure vault, containing many wonderful and valuable treasures.

This city excels in the manufacture of ivory, leather, paper and metal, and there are factories of almost every description. Many things are also made by the people in their homes. The women work as



PRESSBURG ON THE DANUBE.

much as the men—they are found in factories, in stores as cashiers, in restaurants, and there are bands composed of women.

But we must continue our journey. As the river leaves Vienna it widens and contains islands covered with wood, and passes gardens, orchards and vine-

yards. In a few hours we are in Hungary. Along here the country is hilly and the river has cut its way thru the mountains to the valley below. We pass Pressburg, a little town noted in Hungarian history. For generations the kings were crowned in one of its churches, and its parliament sat in the now ruined castle on the hill, high above the city.

From Pressburg the river flows south, east and south toward Budapest past many towns and villages, for this region seems to have a great population—growing denser the nearer we approach Budapest. This is the capital of Hungary and one of the most beautiful cities of Europe. It lies on both banks of the river and six great bridges connect the two parts, which were once separate towns—Buda on the right and Pest on the left side of the river.

The city's situation makes it the best supply and shipping place for a rich agricultural region. It has many flour-mills, being one of the chief milling centers. It is also a great railroad center, trains running from here to Paris, Constantinople and connecting with all other parts of Hungary and Europe.

Buda is the oldest part and contains the royal palace, but Pest has by far the greater part of the half million people, and here are the chief buildings, stores,



THE IRON GATE ON THE LOWER DANUBE.

best residences and great government buildings. The streets are wide and well kept, being paved with asphalt and lighted with electricity. Budapest was the first capital of Europe to introduce electric roads, these being under the streets in tunnels made for the purpose. This is a gay city with concert halls, theaters and garden cafes. Its chief pleasure ground is Margaret Island, a place something like the Prater of Vienna.

From Budapest the river flows south across the great plains of Hungary, and we pass thru lands inhabited by strange people, many of which are little civilized and some almost unknown. On the way the river is joined by several tributaries. The Hungarian plain resembles the Mississippi Valley—in places being rolling and in others very flat, but there are no fences to be seen. The people live in villages and go out from these to take care of their fields. The farther we go the more grain there is, and this has been a great wheat-raising region for ages.

On the river we see many barges loaded with grain,

going toward the north. Once in awhile we see one of the famous floating flour-mills of the Danube. This consists of two barges—a large one containing the machinery and grain and the other a small affair, upon which rests the end of the great wheel that extends from one to the other and is turned by the swift current.

It is a common thing to see a town where the farmers are thrashing in the old fashioned ways—in one place on a hard earthen floor the men are pounding out the grain with a flail, and in another they drive cattle over the wheat to tread out the grain.

The towns of the lower Danube are usually composed of one long street, in which there are benches, where the people may sit in the evening, the women usually knitting. Many of the houses are white with blue doors, and are surrounded by fences. On some of the houses the storks build their nests.

Shortly after the Theiss river flows into the Danube, the latter is joined by the Save, and on the high land at this junction is situated Belgrade, a fortress and the capital of Servia. The low yellow buildings of the town look lonely from the river below. On the streets we find people of many countries and among these many priests of the Greek Orthodox Church, the most common religion in this part of the world.

Belgrade is on the edge of another mountainous region, and the river widens and narrows, often passing thru narrow canyons. At last it reaches the famous Iron Gate, where a channel one and one-fourth miles long and eighty yards wide was opened for navigation in 1896. Before that time it was a very dangerous place and many ships were destroyed on the tooth-shaped rocks about a mile wide, which nearly filled the river. Soon after it leaves this place it flows smoothly along between Rumania and Bulgaria, the former a continuation of the rich plains of Russia, and wheat, corn and cattle-raising are about its only industries; while Bulgaria is a great corn-raising country. People of both countries are intelligent and thrifty. Rumania is the home of the gypsies, always a wandering people, but now forming a very small part of the population.

The Danube finally widens out into a delta, covering an area of a thousand square miles, and consisting of innumerable lakes and channels, finally flowing into the Black Sea.

Home Made Busy Work

How many have tried making some of the devices we see advertised? I make mats and fringes for weaving out of colored wrapping paper. Maps from old geographies can be pasted on heavy paper and cut out, and serve in the place of costly dissected maps. The copies from old writing books may be cut into separate words to use for making sentences.

A short time ago I wanted something to supply the place of modeling clay, and, having a box of waste chalk, I thought I would find out what could be done with that. I put it in a dish of water to stand over night. In the morning it was softened so that it could be mashed and made a fine material. Backs of tablets, if not soiled, are convenient for mounting pictures.

M. B. L.

Nature Study.

November Nature Study

(Charles B. Scott in "Nature Study and The Child" by D. C. Heath & Co.)

As at this season seeds are being ripened and scattered all about us, we have already in our Nature Study work, placed special emphasis on the seed, its formation, protection, and dissemination. During the bright October days our boys and girls have seen the dandelion and thistle and milkweed seeds, and hosts of others, flying thru the air, and have learned, perhaps, in their manufacture of baskets and furniture out of burdock burrs, how and why they are scattered.

If the teacher has been wise, her pupils have talked and written about the seeds, and have made drawings of them. They have expressed that with which they have been impressed.

Has the little seed, for whose formation, protection, and dissemination all nature seems to be cooperating, led them to think? Has it interested them? Has it given them a glimpse of the great thought, of the purpose, back of it? Has the study of plant and flower and seed helped them to see a little more clearly and to tell a little more truthfully? Then the work has been a success, altho not a name nor a fact of structure or classification is remembered.

But the bright October days have gone, and with them the sunshine and flowers and butterflies. Perhaps the days are gloomy; clouds have succeeded sunshine. The leaves are falling; and the branches are becoming bare. The milkweed is shriveled and shapeless, its cradle empty, its seed-babies scattered. The plant world seems to be dying.

Is this the end? Can we study plants now? Yes; no better time for some phases of plant study. The work of the plant is completed. What has it done? What is the result of all its labor? The fruits have been gathered. With the result of it all—the fruits—in our hands, what better time for looking back?

We can study the fruit from three points of view:

First. In its relations to the tree, as the result of the work of the tree, aided by sun and rain and soil and many other of Mother Nature's helpers, and as a preparation by the tree and Mother Nature for the future.

Second. In its relation to man,—the ways in which man cares for and helps the tree, and the use he makes of the fruit. Here there is endless opportunity for observation and supplementary talks and stories and reading,—work which may be done at any time during the winter. Such work should be based as much as possible on observation. Even when it is merely given as information, told the pupils, or read by them or to them, it will help them to look at the plant and the world in general more broadly, and will make the plant work more practical. We must remember that from the plants man gets all his food (directly or indirectly), all his clothing (directly or indirectly), all his fuel, all his light (except that from the heavenly bodies), and most of his tools, utensils and building materials.

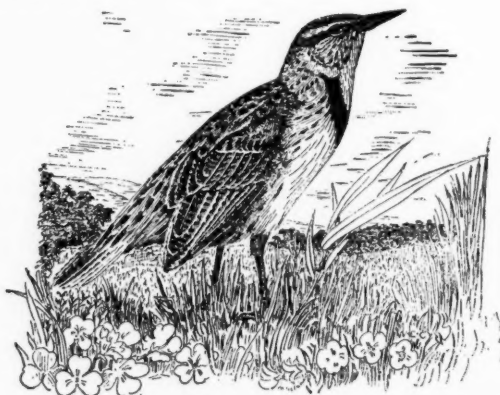
Third. In its relation to the Creator, the Thanksgiving thought. Whether we look backward to the work of the plant in the formation of the fruit, or forward to the preparation for winter and spring; whether we consider the fruit in its relation to its natural environment, or study its relation to man and the use man makes of it, the fruit study leads easily and logically to the great thought so natural at the time of the ingathering of the fruits, and prepares for the Thanksgiving Day which our forefathers established at this season. The fruit study should not merely interest the child, develop his powers of seeing

and telling and thinking, give him a better knowledge of his surroundings, and a broader view of his relations, but, most important of all, should lift him up, lead to a better appreciation of his higher relations.

Special care will be necessary, in following out any of these lines of thought, to base the work, as far as possible, on individual observation by the children; and to draw out the little folks, lead them to give their thoughts, rather than merely listen to and absorb from the teacher. There is danger of such work degenerating into mere "talk," with little foundation in actual observation.

'The Meadow Lark

The meadow lark is distinctively a ground bird. It nests on the ground and feeds on the ground. Now and then it can be seen sitting for a few minutes on some telegraph post or tree, but it prefers not to get farther away from the earth than a fence-top. Few other birds spend their lives so low down as the meadow lark.



MEADOW LARK.

From careful examination it has been found that the food of meadow larks is made up largely of insects. Its vegetable diet consists of a few grains of cultivated plants, and the seeds of noxious weeds—the latter almost wholly predominating. The insects eaten are mostly beetles, caterpillars and grasshoppers.

During the grasshopper season meadow larks, as well as many other birds, eat very little other food. Female grasshoppers make little holes in the ground and lay their eggs therein. During this process myriads are snapped up by the meadow larks before they have time to deposit their eggs. This diminishes the number that would be hatched out the next season.

The meadow lark goes south only when it is compelled to do so by severe weather. It stays all winter in portions of southern Illinois, and in the same latitude elsewhere, and returns farther north very early in spring.

Meadow larks are often killed just for the sport of shooting at them, and some are killed for food. When, however, the great value of these birds is known, it is hoped that all such wanton waste will stop entirely.

The song of the meadow lark is not so sweet as that of the famous English lark. However, cheerful at its work in its lowly station, it pours forth happy, whistling notes all day long, where otherwise silence and monotony would reign.—Life on the Farm.

A Scrap Album

A scrap album is a child's delight. So are the scrap envelopes, and the latter are convenient in the school-room.

In my second grade I have envelopes 4x6 in. made from school paper. In these envelopes I have placed pictures cut from old magazines, school journals, etc.—pictures of anything that is of interest to the lives of children. Be sure to select some pictures that a child can draw. In each envelope I placed five pictures, together with slips of paper on which were written the names of objects in the pictures.

The children for busy work match the names with the pictures. Draw some of the easier pictures. When children are strong in the work have them write a sentence about each picture, or have one picture selected and a short story written about it. Oral language work can be obtained by having a child stand and describe his picture.

All envelopes differ as to contents. All envelopes are numbered by rows of seats—envelopes in first row being No. 1 in next row No. 2, etc. All rows can change envelopes at different lessons.

Eva May Moss.

Window Decoration

Those upper windows that the shades do not cover! How disagreeable to the eye if painted over to keep out the light! How annoying, if not painted, to have a number of pupils each day change seats to avoid light.

Well, try homemade stained glass windows. They soften the light, are really pretty, and afford the children no end of true enjoyment. The following is the recipe:

1. Procure a sheet of black mounting cardboard, not too heavy. If black is not obtainable use gray and ink it.
2. Get the exact dimensions of the window to be covered, allowing an inch for tacking to window frame. Leave a two-inch outer border of solid black cardboard. For a pretty inner border, two inches wide, design some brick work or any other pattern. Then in the center of the window card, on the back, draw some pretty design of flowers, birds, or children at play. Draw lines one inch wide connecting all parts of the picture to the border.
3. Cut with a sharp, strong knife around all the pencil lines drawn. The border and inner picture will then appear in black. The space left between figures and lines is filled by pasting colored tissue paper on the back of the card board window. One solid color, such as red or yellow, back of a bunch of flowers or group of birds is very effective. Landscapes in the different shades found in nature are very pretty. A study of church windows will furnish designs in borders.

Eva May Moss.

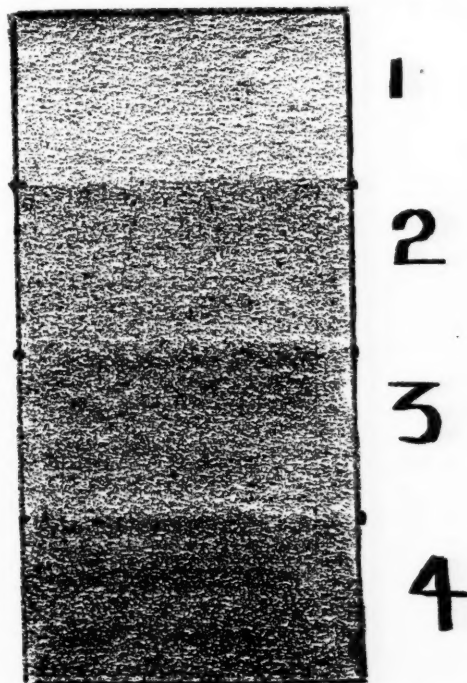
Drawing and Construction Work

Drawing Helps

THEODORE C. HAILES, DRAWING MASTER, ALBANY, N. Y.,
PUBLIC SCHOOLS.

Color Theory

In beginning the study of color, no matter what the grade, it should begin with a talk or series of talks, so let me tell you some things which you may clothe in language to fit the grade or intelligence of your pupils. Color is not a thing but only a condition. You can not take a pound or quart of red, but you may have a pound or quart of red paint. Red paint is not always red. It is



black in the dark. Color only exists in the light. Light contains all colors. The colors in light are so wonderfully mixed that they neutralize each other and we see no color at all. Ordinary light is called white light. White is the perfect combination of all colors. Black is the absence of all colors.

Fifty years ago an English house-painter discovered that there were only three colors—red, yellow and blue, and every known color can be produced by their mixture in various proportions.

If we take a glass prism and allow a beam of light to pass thru it we can disintegrate it into many parts. The beautiful colors thus obtained are called the spectrum and should be exhibited to the class occasionally until they become familiar with it. The most prominent colors will

be red, yellow and blue, altho many others will be seen. They occur always in that order too, and no manipulation will ever obtain a spectrum where the colors are in any other order.

The spectrum colors are live colors. We can not use them in the arts. We use what are known as pigments. Some of our pigments come from the vegetable kingdom, some from the mineral kingdom and some from the animal kingdom. For instance, indigo comes from a plant and cochineal red is obtained by grinding little dried bugs that live on the cactus in warm climates. Many pigments are made from the metals and many from stones reduced to fine powder.

These various pigments are mixed with water or oil or some other medium and are thus called paints. Water-colors are made by mixing pigments in water to which a little gum has been added. The mass is molded into various forms and dried and then we have what are known as hard colors or cakes. When glycerine is added the mass does not dry so readily and we have what are known as moist colors put up in tubes and pans. Liquid colors are colors wholly soluble in water and are put up in bottles in the liquid form. For school use the hard colors are best from every point of view.

The best colors on the market for the price are the Prang three color boxes. The outfit, consisting of a box containing one cake each of red, yellow and blue, a good brush and a water-pan, retails for twenty-five cents.

Wadsworth, Howland & Co., of Boston, Mass., make an excellent three color box, as also do Devoe & Co., of New York. Their prices are about the same as Prang. The Prang paints are brilliant, transparent and very soluble. They also flow and mix well. If you use the Prang colors you should add a cake of black and one of Chinese white.

A great many teachers are afraid to use water-colors because there is so much material to care for and because there are so many opportunities for mischief and mishaps. I have nearly fifteen thousand children using water-colors and have no complaint to make. Each pupil is provided with an art bag in which he keeps many things such as pencils, rule, rubber, scissors, color outfit, rag, compass, etc. The water is distributed from a 2 quart watering pot from which the nozzle has been removed and when the lesson is over the water is taken up in a pail which is passed around by one of the pupils. The brushes are wiped on the bit of rag before putting away. After two or three drills, the children do it like clockwork and accidents are rare.

The brush should be held upright, perpendicular to the paper, not like the pen or pencil is held in writing. If the brush is held upright with the thumb and two fingers the hairs will always drag no matter which way the brush is moved. You must insist on having the brush held properly.

We may paint directly from the cake or we may mix our colors in the pallet. The first exercises are worked directly from the cake.

Let the children first paint a red spot as large as a half dollar—just as red as they can make it from the cake. Then the brush is dipped in the water and worked a moment on the pallet (on the inside of the box-cover), after which he paints again. His color will be thinner, produc-

ing a lighter red. The process is repeated with more water and the result is a still lighter red. He has now several values of red called tints. Do not mix white in the colors to make tints. I will tell you later how to use white. Blue and yellow are studied in a similar manner to red.

To obtain lower values of colors, black is mixed with the color. These values are called shades of the colors. After having learned to paint red, yellow and blue spots with their various tints and shades, the next step is to learn to put on a flat wash of one color. Draw the enclosing form first. I like the circle to begin with because there are no corners to bother. Let the circles be about two inches in diameter and made with a compass.

A couple of brushfuls of water are transferred to the pallet and a light tint is mixed. Then go over the surface with pure water. Don't make it very wet. It should be merely damp. Then work the color on, beginning at the top and working downward. Work broadly, covering as quickly as possible and do not keep going over the same place. The excess of color at the bottom may be picked up with the dry brush and wiped on the rag. The paper will wrinkle when wet but it will dry flat again.

After the children have learned to paint a flat wash, they should be taught to put on successive washes. This requires considerable skill and must be done rapidly. draw an oblong, 4 x 2 inches. Divide the long sides into four equal spaces. Mix a light tint of color on the pallet. Dampen the whole oblong and paint all four spaces with the tint mixed. Allow to dry then put a second coat on the second, third and fourth spaces. Allow these to dry and then put a third coat on the third and fourth spaces. Allow these to dry and then put a fourth coat on the fourth space. The work must be done very rapidly or the brush will pick up the color of the preceding coat.

In painting with water-colors, you must paint your lightest tone first. You must leave all your lights. If you want any part of your picture white, you must leave that part unpainted. White clouds and white foam are not painted white. You paint all around the white places.

Of course you can get good effects by using Chinese white for clouds, etc., but if you want skill as well as beautiful effects, leave your lights.

After using the three primary colors, teach your children to mix the secondaries orange, green and violet. Red and yellow make orange, yellow and blue make green and red and blue make violet.

All the hues of orange, green and violet are produced by mixing the colors in various proportions. After having obtained the secondaries you can mix them with the primaries to get their hues, e.g. a little violet mixed with red will make violet-red or a little green mixed with yellow will make green-yellow, etc.

Now would be a good time to paint a spectrum of eighteen colors. Draw an oblong 9 x 2 inches, divide it into eighteen equal spaces and paint the following colors:

Violet-red, red, orange-red.
Red-orange, orange, yellow-orange.
Orange-yellow, yellow, green-yellow.
Yellow-green, green, blue-green.
Green-blue, blue, violet-blue.
Blue-violet, violet, red-violet.

Paint the primaries, red, yellow and blue first; then the orange, green and violet, then the hues.

The next article will be on painting from nature.

School Management.

Schoolroom Honesty

MARY E. FITZGERALD, CHICAGO.

When we were children we were often told by our teachers that we were "stealing time," and the amount as calculated by her was intended to appall. It may have had that effect on a conscientious child, but the sinners at whom the shaft was aimed went unscathed because they felt that what she said was not what she believed (no woman in her senses could believe it), but were sentiments kept exclusively for the schoolroom.

They felt the same about what is technically known in the schoolroom as "cheating." Children held in supreme disdain the boy or girl who would neither give nor take. The most popular and beloved child was the one who passed around to be copied the examples worked either by himself or parents. The occasional lectures delivered by the teacher on the awful consequences of copying, or "stealing," as she called it, were calculated to drive the most desperate criminal from the wide and pleasant path of his transgressions. The pupils listened politely—and copied just the same. The schoolroom's very rigid code of ethics demanded that the one who knew should assist the one who knew not, or ostracism would result. To be ostracized from school society was something to shudder at.

Compared with it the prospect of bringing the gray hairs of your parents to the grave in sorrow somewhere in the dim prospective of years was nothing. And yet in spite of this stealing of time and of lessons the children managed to learn something and become useful, honorable citizens, a joy to their parents, many of them, and not a sorrow as was predicted.

A woman high in every one's esteem gave the date of the battle of Actium one night, and laughingly said she had learned it from an open book held by the pupil in front of her, under a desk, and that she had never forgotten it.

"Did you cheat in school?" said her young daughter in amazement.

"My dear, I am sorry to say I did; but in those days schools were conducted very differently. The sentiment of your whole room is against it; but our teachers talked a great deal and really did nothing to prevent it. We never thought anything but being caught was wrong, and we were seldom caught because the teacher had a very lax eye during examinations."

Mr. Rodney was an interested listener, and confessed that he had cribbed as much as anybody until he reached Miss Harrington's room. "The principal gave us monthly examinations and upon these our promotions at the end of the year depended. A

phrase was one of the words given us to define at the first examination. None of us had ever heard the word, but that was no obstacle. My chum copied the definition and like a good fellow passed it on. In a day or so Miss Harrington called me up, wrote on a piece of paper, 'Define a phrase.' I might as well have tried to write an epic. Well, the result was that every paper with the correct definition went into the basket and our marks for the month were zero.

"She yielded to our entreaties after awhile to give us another examination, but we had to promise that there would be no more copying. I can tell you we kept our eyes on our work after that. We looked neither to the right nor to the left. She didn't appear to watch us either, but nothing escaped her. She seemed to have eyes all over.

"She never gave any stated lectures, but incidentally, as it were, our attention was called to honorable deeds. She read Tom Brown to us too. She didn't talk much about what would happen to our parents in the coming by and by, but she made a great deal of what would happen us in that Year of Our Lord if everything was not done on the square.

"We began to feel after awhile that it was a pretty mean boy who would try to get thru on copied work. We buckled on our armors and went to work with a will and I think most of us felt that it was just as easy to learn a lesson as it was to maneuver to copy."

"Yes," said Mrs. Haight, "I always felt that if the teacher really cared, there would have been no dishonest work. It was their lack of watchfulness and their inability to create the proper attitude toward their lessons that were responsible."

"Teachers themselves were not honest," remarked one of the group. "A teacher we had invariably called upon us for special paragraphs in reading upon which she had trained us. Each one had his own special section to read. I know the principal was dumbfounded when the next teacher told him we seemed to be unable to read the simplest paragraph, and he said we used to be the finest readers he had ever heard in the grade. My mother was going up to explain, but my father wouldn't let her. He said it was the principal's business to know what was going on. One of the girls told the new teacher how the last year's teacher managed, but she wouldn't believe it; said she mustn't tell such stories. That settled the rest of us.

"One teacher we had used to write all her letters in school and she wrote hundreds, I believe," said another. "We went thru the grade on her recommendation and were put back one after another until the principal blamed the teacher we then had for our ignorance; said it was her fault; he never suspected the one who wrote letters. I think he was sweet on her. I'd like to see him and tell him a few things. I've always had it in for her. I lost a whole year, and a year meant something to me."

"But did you ever have a teacher that drew maps and signed the pupils' names? We had one and when we were in her room it was fun to see the rage of the boys in the other rooms when our fine map drawing was praised. When we left her room it didn't seem so funny somehow."

"Our teacher didn't draw maps, but we got a prize for our drawing in a competitive examination and she not only touched up nearly every one, but drew outright about half," said another.

"A teacher I had used to teach arithmetic all day long. When we went to the next room the teacher went nearly mad. We knew nothing but arithmetic. I was cleaning the board one day and heard her say to another teacher that she wished she could make up her mind to tell the superintendent, but she couldn't bear to be a tale-bearer. She was sick half that year, so we lost nearly two years' work in everything except arithmetic."

"Well," said another, "my boy came home the other day and began to recite something like this: 'A fox comma was one day eating grapes period.' He said they were learning a composition to write for examination. That fox composition was the only one he ever wrote. It struck me that whoever marked the grapes must have been surprised at the unanimity of sentiment and punctuation; but what kind of training was that? I thought it must be something required in the grade the purposes of which I knew not and I inquired of a teacher I knew. She looked perfectly aghast, so I said nothing more. But where was the principal when such things were going on?" and no one knew.

"One doesn't like to complain," said Mrs. Haight. "Teachers have a hard enough time anyway."

Mr. Haight had said nothing during this interchange of school reminiscences, but now he spoke up vigorously.

"If I knew any of my children were placed under the influence of a woman capable of doing any of the tricky things told of I'd publish her from the house-tops and more vigorously would I publish the principal who was so negligent as to allow these performances to go on."

"Not negligent always," said Miss Yessen; "sometimes it is a case of love being blind. I taught school and once had a teacher below me whose work was rotten to the core. From having the answers put in the mental arithmetic to drawing in the children's books nothing was done honestly."

"Every teacher and every child knew her methods; but the children were not listened to and the teachers scorned to tell; probably they would be accused of jealousy anyway. Eventually she was placed above me, for which, in spite of the injustice, I was devoutly thankful, as it relieved me of the burden of teaching two grades."

"She used to boast of her tricks, and the principal, who spent a great part of his time in her room in social converse, extolled her abilities whenever her name was mentioned; so sometimes it isn't negligence or a lack of good common sense in the principal."

"But what is a principal for?" said Mr. Haight. Is he to sit in his office and let the morals of the children be ruined? Why, he should know the character of every boy and girl and every teacher in his building. A thousand straws in the course of a year are there for him to see if he is the seeing kind, and if he isn't, why is he there?"

"There, there," said Mrs. Haight. "Don't get so

excited. Dishonest teachers are rare and I hope are becoming rarer. This new system of self-government is doing wonders for the children. Perhaps a teacher will have to take an examination in morals as well as in physical and mental qualifications before long; and, better still, a principal may be appointed not because he passed an examination, but for other and higher reasons."

The Grammar Grade Teacher

It has long been the custom to lift the hat and bow low to the primary teacher, and this is right. The next step in just recognition of merit is to come when equal attention is given to the grammar grade teacher. She is fully as hard worked and more underpaid than her sister who teaches "the sweet little tots fresh from the arms of the loving mothers." In the time between these grades the "tots," in many cases have become "knots" for the grammar grade teacher to unsnarl. She has to take these specimens of uncivilized savagery, just at that stage when they are so dangerous to clothes and so trying to the authority of the parent, and lead them thru the period of semi-defiance of authority, carelessly washed hands, uncombed hair and overgrown clothes. The grammar grade teacher gets the boy just after he has moulted his nice little ways and the carefully kept clothing of the primary school. She is to take this changeling, too young to have solid habits and too old to seem to merit unlimited patience in his habitless blundering, and make of him a clean-faced, neatly-attired, ambitious high school freshman. The high school teacher takes him from her hands, trains him and polishes him a few years, and then displays him on the graduating platform. While he delivers his "oration" this same high school teacher sits under the glare of the footlights arrayed in her finest attire. At the close the people gather around to congratulate her on the excellent record this some former young terror of the grammar grade has made. The papers next day print the alleged pictures of the superintendent and high school teachers and comment on the wonderful work of the public high school under the efficient direction of Superintendent Blank and his highly cultured corps of high school teachers. But where is the grammar grade teacher? She sat during the graduating exercises in one of the back pews, in plain garb and last year's retrimmed hat, happy in the thought that those boys and girls that seemed so unpromising, at times, seven years ago, have grown so much. Or perhaps she may have felt a little pain at the thought that the glory of the towering edifice outshines the workmanship of the toiler who laid so patiently in long-forgotten ways the foundations upon which the present beautiful superstructure has been raised. Yes, Mr. Patron, lift your hat occasionally to the grammar grade teacher, for she has probably done more for your boy than he or you will ever recognize.

—W. H. Bender, Cedar Falls, Iowa.

Two Interesting Letters on the School Fund Question

Rev. M. P. Dowling, S. J., of Creighton University and Father Judge of Omaha, discuss present prospects in "True Voice."

Father Dowling's Letter.

From the wilderness of secularism a few voices have lately been heard crying loudly for moral training in the public schools.

This has led some of our Catholic writers to take a very optimistic view of the school question, as far as it relates to the interests of the Church; and they rejoice in the belief that a great awakening has taken place in the minds of our fellow-citizens and that religious instruction for all children of the nation is appreciably nearer.

But let us not deceive ourselves. The non-Catholics who think as we do are comparatively few; they are a small minority; they do not represent American thought. A great campaign of education and a much more bitter experience than has yet fallen to our land must pave the way for any general popular movement for a change in existing conditions.

Thus far the devotees of secularism have not become disillusioned as to the value of purely secular education, as those who are in the best position to know can readily see. Any agitation along this line at the present time *would be a mistake* and would be doomed to failure because premature. Our people are not ready for it. Indifference is indeed giving way to deep interest, security to doubt; those who before thought themselves infallibly right begin to feel that they may possibly be wrong in some of their assumptions of superior wisdom and cock-sure certainty. These are encouraging signs, for the man who is absolutely sure of everything is not in the way of learning much or changing any of his ideas. All that can be said is that light is gradually dawning.

The old-time and unreasoning fear of Rome still possesses the popular mind, the nightmare of possible union of church and state keeps at a distance any desire to allow religious instruction in the schools. Our position is not understood, nor have the leaders of thought made any serious effort to understand it. They think that we are unreasonable, and do not see that we have any grievance worth speaking of; they consider it preposterous for us to ask that the taxes we pay should be applied in the way we think best for our children; they know better than we do what we want, or what we ought to want. *Much must be done before they see things as we do; and we cannot push the issue till their minds are prepared for it; and the preparation must come from themselves.*

Fortunately, they begin to see the folly of the suicidal policy which deprives youth of all efficacious moral teaching at the most plastic period of life; they see that the Sunday School is a failure as a breakwater against infi-

delity; they see the need of some check on growing unbelief; they see the rising generation growing up without any clear conceptions of right and wrong, without religion, without sound moral principles, without proper incentives for upright conduct; they realize that no republic can endure if not built on the firm foundation of the moral law. The conclusion ought to be: Let us enthroned religion where it belongs, in the hearts of the young; let us admit that the Christian child has an inalienable right to a Christian education; let us permit those who desire it to bring up their offspring in a religious atmosphere in the common schools; let us be just even to those whose religious convictions differ from our own. But that is not the remedy they propose to apply; they are ready to go only the length of allowing so-called non-sectarian moral instruction in the schools. Now, we know that this is an inadequate solution, and bound to prove a failure; yet all that we can do is to stand by and wait till failure has made them wiser. They distrust us and will not have our help. We cannot persuade them that we possess something they do not, that we are eager to be their allies for the salvation of our country, that we can contribute anything towards the solution of the many vexed problems of education. Accordingly, we cannot hasten the day of enlightenment and deliverance; and we must simply have patience till experience has convinced the doubters that we are right.

If practical results are not at present attainable, there is nothing to prevent us from giving publicity to our ideas in every possible way. It is our right and our duty to do so. Public opinion and certain laws stand in our way. It is our business to try to change both. We do all that is expected of patriotic citizens if we obey all that is on the statute book while it is a law; but we are entitled to use every legitimate means in our power, not only to influence that public opinion which works an injustice to us, but also by reason and argument induce men to substitute other laws for those which are harmful to us and to our country. We need not be idle because our fellow-citizens refuse to accept us as their allies; rather it becomes more necessary in season and out of season to push our ideas to the front, and, as it were, force them upon an unwilling public. We have the truth and in time we ought to be able to bring it home to those who need it. We must leave no stone unturned to bring about that result; we must never become disheartened; or admit the possibility of failure. We must be buoyed up by the consciousness of our upright intentions, if by nothing else; for the world must know that we have no desire to undermine the public schools, but to strength-

en and perfect them, and make them worthy the support of all. It ought not to be impossible to show that we are neither visionary, reactionary, nor un-American; that our claims are based on sound philosophy, justice and truth. * *

Meanwhile we are waiting and hoping for the speedy coming of the light which we feel certain will be granted to the God-fearing and upright people of our country. Meanwhile, too, we must keep up our own schools at the cost of untold sacrifices, and save our children for God, even if our neighbors insist on having theirs grow up without positive religion or proper moral training. We must give a thorough secular instruction as good as that furnished by any public school, and we must add thereto the moral and supernatural elements now shut out from the clients of state institutions. This preservation of the true idea of education shall be our priceless contribution to the welfare of America, when our fellow-citizens have grown wiser and are willing to receive the gift we are keeping for them.

We must beware of hoping or expecting too much. It would be vain to look for a sunburst of intelligence with regard to our contentions, when the dawn of a better understanding has hardly lighted up the sky. Still, we should spare no pains to make the world see what we have done and what we are doing. If the time ever comes when non-Catholics will be willing to discuss the question on its merits, without prejudice, without preconceived notions of infallibility, without considering existing legislation as unalterable as the laws of the Medes and Persians, we may hope for progress and a hearing for our just claims. May God speed the day of inevitable awakening!

I see no reason to change the opinion I expressed several years ago, in a pamphlet entitled "Private Schools and Their Relation to the State." I said at that time:

"The vast majority of our non-Catholic fellow citizens in the West dread the introduction of any form of religious instruction into schools supported by the state, because they fear the encroachments of Rome and have ever present in vision the union of church and state. From what I have seen and heard in various directions I am convinced that in the last twenty years we have not advanced one step nearer to the goal of our hopes, and have not brought our separated brethren one iota nearer to the admission of our main contention; if anything, we are further removed from that much desired consummation; nor do I see that any headway can be made in that direction in the near future. The only sensible method seems to be to continue developing our schools to the highest point of

excellence, bearing meanwhile the unequal burden of double taxation till the stern lessons of experience have opened the eyes of all Christian men to the absolute need of religious instruction in the schools. One member of the committee, though he be a Protestant clergyman and the president of a private college, stated that he did not believe in supporting private schools by public taxation, and that he was convinced that private schools would continue to be a necessity to the end of time."

Some of our brethren of the priesthood take a more hopeful view of the situation and believe that public opinion has veered perceptibly toward the Catholic side. They favor agitation along the lines laid down by the Federated Catholic Societies of the United States, the German Catholic Societies of New Jersey, and the recent letter of Bishop Messmer. It would be well for us to know where we stand and discussion will expose our true position. For this reason I have urged one who takes an optimistic view of existing conditions to give, the reasons for his hopefulness. I wish I could think as he does.

A Different View.

Father P. F. Judge, pastor of the Sacred Heart church, Omaha, replies in *The True Voice* to Father Dowling's above article on the question of a division of the school fund. After complimenting Father Dowling, Father Judge reiterates this view:

"With the advance of enlightenment and religious toleration and the disappearance of sectarian bitterness and bigotry, the day is fast coming when the people and therefore the government of this country will endorse the position of the Catholic Church, not only by words, but in act, by according to her schools as well as to similar schools of other denominations, their pro-rata share of the taxes to which they are entitled."

Short as is the time since I gave expression to that view, a good many things have happened to make me still more sanguine than I then was. Both within the Church and in small part outside of it, much discussion has been going on since which seems to indicate that some kind of crisis is coming. The Catholic Federated Societies, in convention at Atlantic City last July, passed a most important resolution on the question. Only last month the German Catholic societies of New Jersey decided to apply to the legislature for state support for their parochial schools. The New York Sun opened its columns to a discussion of the subject by which much light has been given. The Rev. Dr. Montague Geer, of the Protestant Episcopal church, contributed two important articles which, if they voice any large body of opinion in his denomination, are of great moment, as showing the trend of sentiment in that quarter. The Rev. John Talbot Smith and the

Rev. Michael Clune gave each an able and unanswerable contribution to the discussion. At the conference of Catholic colleges held in Philadelphia last week a timely paper on the matter was read by Rev. Benedict Guilder, S. J., Boston college. Moreover, the Most Rev. Bishops McFaul and Messmer, and His Eminence Cardinal Gibbons gave expression to their views, and very much to the point, quite recently.

Father Dowling justly remarks: "We are entitled to use every legitimate means in our power not only to influence that public opinion which works an injustice to us, but also by reason and argument induce men to substitute laws for those which are harmful to us and to our country." Quite so. But now are we using every legitimate means in our power? I don't think so. There are constitutional methods—perfectly legitimate and perfectly peaceable—open to us that, it appears to me, we have never yet tried. Have we ever agitated or discussed the question to any appreciable extent outside of Catholic circles? The short-sightedness, or timidity, or selfishness of some may tell us that it is not quite politic or expedient to do so, that it will bring on us only acrimony and discord. No doubt many who are neither short-sighted nor timid nor selfish incline to that negative policy. Even Father Dowling declares: "Any agitation along this line at the present time would be a mistake and would be doomed to failure because premature."

But why should such be the case? Thrice is he armed who hath his quarrel just. Have we not a just cause? Are we not groaning under an intolerable grievance that cries out loudly for redress because it is working evil to our children—to millions of young Americans? Shall we not have the courage of our convictions, come out in the open, and state our case after a fashion that will inevitably bring it before the bar of public opinion? What have we done hitherto except to air our views on the side, in Catholic circles, whilst only the smallest fraction of the ordinary, matter-of-fact, plain, common-sense Americans ever heard or read just what our speakers or writers said or wrote, and therefore have no such thing as an accurate knowledge of our position. Shall we sit still and apathetic, play a waiting game and allow our people and the public conscience grow more and more indifferent and apathetic? Shall we wait until all religious notions have been starved out of young Americans by the present godless system, and at last find ourselves face to face with an altogether religionless or agnostic people?

The Church has her mission of teacher to perform. "*Euntes docete omnes gentes*," is the command of our Divine Master. The ordinary American has the most erroneous idea of our position and our wants in the matter. He has

a more or less vague notion in his mind, gathered from our enemies, bigots of the imported variety, that we want to destroy the public school system of the country and bring everything under the temporal power of the Pope. Now the Church has a mission to teach him—to show him his error, to bring home to him in a way that he can't mistake that our system is more patriotic and better for our common country than his.

A famous advice once given to Ireland is the wise and practical course for us to adopt in the present circumstances: "Agitate, agitate, agitate." Ireland has struggled and fought against darker and more bitter bigotry and more merciless tyranny, and she has won by peaceable means and parliamentary procedure.

Can we not, in an official and representative way, bring our case before the state, before the legislatures and before the limelight of the public opinion of the nation? We can hardly expect the state to come to us and ask us what we want, or, in fact, consider the matter at all until we become more practical by making out our case and bring it before them in a business-like way and emphatic manner. How may this be done? One way that suggests itself to me is this:

Suppose, for instance, that tomorrow our official and natural leaders, which, of course, would mean our bishops, educators and representative laymen, should confer together at a kind of a round table conference and agree on a plan of campaign. Suppose they were to agree upon presenting to every legislature of the whole union, and to the government of the United States, an immense, mammoth memorial or petition, couched, of course, in the most respectful, temperate and argumentative language, setting forth our grievances and demands, demonstrating how these might be granted not only without detriment, but to the entire enhancement and advantage of the present public school system of the land.

Let this be signed at every church door, in every town and village in the country. Numberless signers, too, doubtless, could be obtained from the members of other denominations, Lutherans, Episcopalians and others. Because the Catholic Church should in this case make common cause with other denominations feeling the like grievances, and make no claims for herself that she does not desire for others. Each denomination should get a fair field, but no favor to impart their own religious teaching to their own subjects. It would be well in this connection of Church and State to adopt the suggestion of Rev. Dr. Geer: Let the word "Church stand for every religious body which is working in the field of ethics in any large organized way." The Catholic Church might do that without any sacrifice of principle.

Now let such an enormous petition be presented in a formal way to each and every legislature in the land and the federal government as simultaneously as possible. It would have the signatures of millions. And at the same time let all the representative bodies in the Church throughout the land pass resolutions praying the government for action on the petition.

How would such a proceeding not awake up the whole national conscience, how would it not command the attention of the whole press of the country, and thus bring up the matter at one bound into the limelight of public opinion and into the forefront of practical questions. In the discussion that would follow our position on religious education in the public schools could be made as clear as the noon-day sun to every thinking mind in the whole country, the ranting of imported bigots to the contrary notwithstanding. Thus the first battle would be won.

Now there is nothing unpatriotic or revolutionary in that proceeding where in a body of law-abiding citizens, numbering millions, stand up in their constitutional right, protest against a galling grievance and demand its redress.

The government would have to ask itself, What am I going to do about it? It would find itself face to face with a condition, not a theory, and should act. What would it do about it? Well, the very least it could do to begin with, would be to appoint a governmental commission to look into the matter. The scope of that commission might include a visit to other countries, such as Canada, Great Britain, Ireland and Germany, where, like our own, there is not a union of Church and State, and yet they have come to a harmonious arrangement for imparting in the elementary schools, both secular and religious education, and where, too, there are as many different denominations as here. No doubt it would be a matter of great difficulty to please all concerned, but if the statesmen and churchmen of other countries were able to arrive at a harmonious working basis, surely those of this great country of ours can do better.

* * *

TEACHERS FOR THE PHILIPPINES.

There is still room for more teachers for the Filipinos. There is to be another effort to fill the lists. On November 27 there will be an examination of applicants. There are 150 vacancies. The commission is now in readiness to furnish blanks to others who may desire to apply. The new examinations may be held in as many of 800 different places in the United States where the commission has boards, as the reasonable convenience of those who desire to make the trial requires. Only men between twenty and forty

years of age are wanted. It proved a venturesome experiment to take women out to the Philippines as teachers, although some of them have been remarkably successful. The task of finding places where they could live in suitable conditions was such that the bureau of education will for the present call for no more.

The great trouble with the first consignment of teachers who went out there was their inclination to abandon their positions. It is hoped now that with a better understanding of conditions and responsibilities on the part of applicants there will be fewer desertions from the ranks. The records, as tabulated in the war department, of the teachers who separated themselves from the service before they had been in the islands long furnishes some interesting reading, even though constituting a somewhat pathetic story.

The salaries, although they seem small in the more thickly settled parts of the United States where teaching as a profession is viewed with something of its deserved importance, are much larger than generally prevail throughout the United States. The intention has been to make them about double the American home salary for corresponding work. One-sixth of those now appointed will get \$1,200 at the start, one-half of them \$1,000, and the remaining third \$900. The assignments of the successful applicants will depend upon the degree of experience and the standing in the examination. They will all be eligible to promotions after they get there to positions carrying salaries as large as \$2,500 a year, which is the compensation of division superintendents.

Publishers' Notes.

Mr. Edwin O. Grover, who has been for two years editor of the school book department of Messrs. Rand, McNally & Company, Chicago, has recently been made general editor of the several departments of the house. Mr. Clifton Ham, a graduate of Harvard and formerly instructor in the Minneapolis Classical School, becomes associate editor of the school book department. Mr. Robert W. Bruere, who has been for three years instructor in English in the University of Chicago, becomes associate editor of the trade department. He will, however, continue to give one course in English literature at the University. The trade department of the house has a number of important novels, juveniles, and volumes of essays in preparation for this fall's publication.

* * *

Teachers desiring something suitable for Christmas exercises, will find new ideas in "The Twentieth Century Christmas Exercises" and "A Feast in the Wilderness," both published by March Bros., Lebanon, Ohio. "The Twentieth Century Christmas Exercises" contains a diversified profusion of new and original dialogues and other material for school room entertainment. For all grades, up-to-date, of a high quality, sensible and pleasing. 15c. "A Feast in the Wilderness," a children's play for Christmas. Bright and clever, with a touch of humor. A dialogue with a point. Has a good moral tone and a fine climax. May be given anywhere. Suitable for a church or school entertainment—3 boys, 1 girl. Time, 15 minutes. 15c.

* * *

The authorized organizations for soliciting exhibits for the World's Fair are oper-

ating in their several lines in Wisconsin. William George Bruce, representing the committee on educational exhibits, has issued a circular that contains important information, and he will mail copies to individuals upon application. Applications for circulars should be made to Wm. Geo. Bruce, care of City Hall, Milwaukee, and applications for space for exhibits should be filed prior to Nov. 17.

* * *

Dr. Henry Van Dyke has contributed to recent literature by editing, with a noteworthy introduction, selections from Tennyson's poems. This work is published in two distinct editions, one for class use and the other for the general public. The book for schools and colleges contains copious and carefully edited notes which give it unusual value. "Tennyson's Poems" edited by Henry Van Dyke; cloth, 490 pp., \$1.00. Ginn & Co., publishers, Boston.

* * *

"Geographic Influence in American History," by Albert Perry Brigham, professor of geology in Colgate University, is a correlation of the history and geography of our country. As such it is unique and should appeal to every American citizen. It presents the subject from a novel point of view, and is especially interesting in that it gives the reader a realization of the magnitude and of the marvelous natural advantages of the United States. "Geographic Influence in American History," by Albert Perry Brigham, professor of geology in Colgate University; cloth, 386 pp.; list price, \$1.25. Ginn & Co. publishers, Boston, Mass.

* * *

Those who have not yet acquainted themselves with the merits of the sanitary and dustless floor brush, should read the advertisement of the manufacturers on another page, and note the offer to send a sample brush on approval. The brush is being used with much satisfaction in a large number of Catholic schools, churches and institutions, as also by public schools and business houses. The following are some of the state normal schools using the brush: Fredonia, N. Y.; Flagstaff, Ariz.; Macomb, Ill.; Mt. Pleasant, Mich.; Kirkville, Mo.; Cheney, Wash.

* * *

"Graded Memory Selections" is one of the most useful volumes that a teacher can have on her desk. The selections have been chosen both for their moral influence and for their permanent value as literature. They have been carefully graded to suit the needs of every class, from the primary to the high school. Either the whole poem or a sufficiently long quotation has been inserted to give the child a complete mental picture. The book is so moderate in price that it may be placed in the hands of the children themselves, as a suitable premium or Christmas gift. It is published by the Educational Publishing Co., 228 Wabash Avenue, Chicago.

* * *

A new series of reading books of unusual merit and promise are "The Sprague Classic Readers." In matter of illustrations, print, paper and binding they represent a high degree of the book makers' art. Examined as to the more important requirements for text books—psychological basis, plan, grading and general method—they further commend themselves, and give ample evidence that their preparation was the work of a teacher having practical knowledge of child-life and its needs. Four books of the series have thus far been published, and while the scope of each succeeding reader broadens to keep pace with the gradually maturing powers of the child, the transition from lower to higher is effected with much skill and the child is well prepared for the new work. Teachers looking for something new in the line of readers, would do well to write the Educational Publishing Co., 228 Wabash Ave., Chicago, Ill., for free booklet of specimen pages, showing illustrations and something of the method.

* * *

Have you secured a copy of "The Catholic Reading Circle Manual"? Now is the time to start a circle for teachers or advanced pupils. The Manual shows how to organize, furnishes plans of work and will help towards getting beneficial results out of the work. We are sending copies to readers at the special price of 40 cts. postpaid. Address The Catholic School Journal, Milwaukee, Wis.

Current Affairs—Church and School Notes

The sudden uprising of Panama against its mother-country, Colombia; its declaration of independence; and the swift recognition by the United States government of the new republic as a sovereign state, are incidents which make up the leading international sensation of the past week or two. The cause of the revolution may be briefly summed up as the result of the action of the Congress of Colombia at Bogota in rejecting the treaty, which the United States has been trying to negotiate, to facilitate the construction of the Panama Canal. The people of Panama are almost to a man in favor of the construction of the canal by the United States, and it had repeatedly been predicted before and after the meeting of Congress that Panama would secede if the treaty was rejected, and would probably come to terms with the United States for the building of the great Isthmian waterway. Some papers assert collusion between the United States and the revolutionists, and point to the rapid recognition of the revolted state as proof.

* * *

American ownership of the entire Alaska "panhandle," which at times since 1867 had caused serious friction

between the United States and Canada, is recognized by the Alaskan boundary commission, which reached its decision the past month. By a majority of one, Lord Alverstone, chief justice of England, casting the deciding vote, the commission confirms the United States in its title to all the land and every water way and inlet it claimed, except the Portland canal, which Canada gets as its only outlet to the sea.

This triumph for America means, in brief, that Great Britain admits the right of the United States to about 20,700 square miles of territory, instead of a small fraction thereof, and continued control of the many important bays and inlets throughout the 600 miles of seacoast. It means, besides, American supremacy in the northern Pacific and American possession of much valuable mineral land that Canada has claimed for years. Portland canal is at the southern-most end of this strip of territory, and the American boundary line is merely shifted from the southern to the northern side of the channel. A Canadian factory and a small settlement of Canadians are at its head, and the American commissioners, seeing that Lord Alverstone was disposed to grant the justice of

their contentions on every other point agreed to allow Canada to have it.

* * *

The latest aspects of the situation in the far East are more reassuring. Negotiations are still in progress between Russia and Japan, of the favorable outcome of which strong expectations are entertained. As to the basis of these negotiations, reports are, as usual, conflicting; but it will probably prove that, in their essence, they constitute an arrangement under which Russia will have a free hand in Manchuria, with the proviso that she keep her hands off of Korea. To avert immediate war, Russia would not hesitate to make such an agreement; as to keeping it, that is another story. She would pay no more attention to it, after it became convenient for her to break it, than she has paid to her agreement to evacuate Manchuria. It takes only a glance at the map to convince any one that although it is the control of Korea which is vital to Japan, that is conditioned upon the influences and forces entrenched across the frontier in Manchuria.

* * *

President Roosevelt's message, giving his reasons for calling Congress in extraordinary session, was formally delivered to the Senate on Tuesday last.

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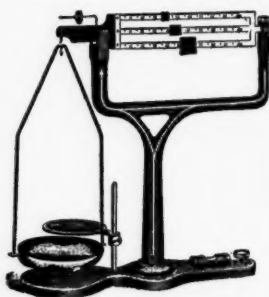
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It was brief, and excited but little interest, as its contents were generally known. It stated that Congress was called together to consider the legislation necessary to put into operation the commercial treaty with Cuba, which was ratified by the Senate at its last session, and subsequently by the Cuban government. "I deem such legislation demanded not only by our interest, but by our honor," goes on the message. "We can not with propriety abandon the course upon which we have so wisely embarked. When the acceptance of the Platt amendment was required from Cuba by the action of the Congress of the United States, this government thereby definitely committed itself to the policy of treating Cuba as occupying a unique position as regards this country. It was provided that when the island became a free and independent republic she should stand in such close relations with us in certain respects to come within our system of international policy, and it necessarily followed that she must also, to a certain degree, become included within the lines of our economic policy."

The fifty-eighth Congress convened in extraordinary session at noon on Monday, Nov. 9, in accordance with the proclamation of President Roosevelt, for the purpose of enacting legislation necessary to make effective the Cuban reciprocity treaty. In the contest for speakership of the Lower House, Joseph G. Cannon, Republican, received 198 votes and John S. Williams 166.

* * *

Nov. elections resulted as follows: New York City—George B. McClellan, Tammany Democrat, for mayor; plurality, 61,404.

Ohio—Col. Myron T. Herrick, Republican, for governor; plurality, 125,000. Legislature overwhelmingly Republican and Senator Hanna's re-election assured.

Iowa—A. B. Cummins, Republican, for governor; plurality, 60,000.

Maryland—Warfield, Dem., elected by 15,000 plurality.

Kentucky—Gov. Beckham, Democrat, re-elected; majority, 15,000.

Pennsylvania—Republican; plurality, 200,000.

Massachusetts—John L. Bates, Republican, for governor; plurality, 35,849.

Nebraska—Barnes, Republican, for Supreme court; majority probably 10,000.

New Jersey—Both houses of legislature Republican.

Virginia—Democrats carry state.

Rhode Island—Gov. Garvin, Democrat, re-elected by reduced plurality.

Colorado—John Campbell, Republican, Supreme court judge.

Utah—Morris (Dem.), elected, - -

* * *

According to the recent report of Commissioner of Education, pupils in the public schools of the United States number 15,925,887, or 20.28 per cent. of the entire population, as against 17.82 per cent. in 1870. The average daily attendance was 69 per cent. of the total number enrolled. The amount expended in support of the public schools was \$235,208,465, or \$2.99 per capita, as against a cost in 1870 of \$63,396,156, a per capita of \$1.64. The entire value of school property is \$601,571,307, as against \$342,531,791 in



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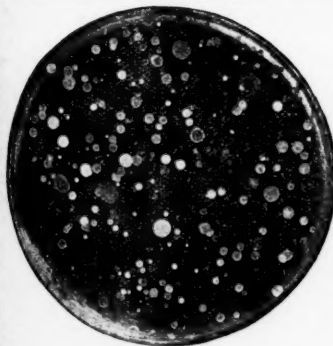


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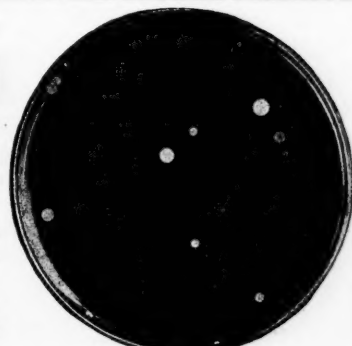
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1890. The figures relate to the public schools only. The total enrollment for the year, including public and private, elementary, secondary and higher education schools make a grand total of 18,080,840 pupils. The average schooling given each inhabitant is 1,032 days, against 672 days in 1870.

* * *

Several of the parochial schools of Chicago were visited last week by members of the Mosely educational commission from England. "The visiting educators were surprised at the number of these institutions and their large enrollment," says a Chicago paper, "and were favorably impressed by the fact that the text-books used are largely the same as those studied in the public schools."

"We learn that there are 100,000 children attending the parochial schools of the city," said Rev. A. W. Jephson, a member of the London school board. "This we regard as an important phase of the educational problem. The brightness of the pupils was in some instances surprising. At St. Stanislaus school a Polish boy of 10 years was especially well informed on Irish history. At the St. Charles Borromeo and St. James schools we found the children well advanced for their ages."

* * *

The following are the Catholic institutions for deaf mutes in the United States:

St. John's Catholic Deaf-Mute Institution, St. Francis, Wis.

Ephpheta School for the Deaf, 409 South May street, Chicago, Ill.

Mariae Consilia School for the Deaf, 1849 Cass avenue, St. Louis, Mo.

Notre Dame School for the Deaf, East Sixth street, Cincinnati, Ohio.

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St. Joseph's Deaf-Mute Institute for Boys, Longwood Place, South street, St. Louis, Mo.

St. Joseph's Institute, Oakland, Cal. Convent Mission Helpers, 813 North Calvert street, Baltimore, Md.

Le Couteux St. Mary's Institute, 125 Edwards street, Buffalo, N. Y.

St. Joseph's Institute for Deaf Mutes, Fordham, New York City.

New Rapid Shorthand is one of the latest candidates for the attention of shorthand teachers. While it has been in use for the last twelve of fifteen years, it is practically a new system as far as general use is concerned, because, it was laid aside for another system prepared by the same author. Its characteristics of legibility and rapidity are so prominent that it has made its way unaided among a number of teachers who have submitted it to the severest practical tests. Lately, the Sadler-Rowe Company, of Baltimore, have secured the copyrights and have just issued an entirely new addition. They offer unusual inducements to teachers to give the system an examination, and indeed will give a course of lessons to teachers who desire to take up the system, free of charge. This, at least, demonstrates the faith of the publishers in the system, and will doubtless convince the average teacher that there must be something extraordinary in the publication.

A deal just closed gives the Benedictine Sisters of St. Walburg's Academy, Covington, Ky., one of the finest suburban sites for an educational institution in Northern Kentucky. The property overlooks the Ohio River just below Bromley, is 86 acres in extent, with a frontage along the brow of a hill, and is an ideal spot for the purpose for which the Sisters bought it. The price agreed upon for the property is \$15,000. It is the intention of the purchasers to spend \$100,000 in the

erection of a convent and a boarding school for young ladies.

When the State schools opened this year in France they found themselves unable to cope with the number of children who presented themselves. The compulsory closing of the schools of the religious orders has thrown a large number of children out of school. Until July, 1902,—that is, until the application of the law against the Congregations—there existed in Paris alone, apart from the suburbs, more than 150 free schools, of which sixty-four were kept by the Brothers of Christian Doctrine and fifty-seven by the Sisters of Charity of St. Vincent de Paul. Twenty-one of these establishments have actually closed their doors, thus throwing between 4,000 and 5,000 children upon the State schools. To accommodate them new classes have been formed and every square inch of space in the school buildings utilized, with the result that the classrooms are overcrowded and unhealthy. In many schools the play-

grounds have been utilized for classrooms, so that any recreation is impossible.

In the municipal elections of Great Britain, the Catholic clergy are coming out quite strongly against the Liberal candidate, on the plea that the latter do not support the Education Act. In view of this fact the Irish party in Great Britain has adopted the following resolution:

"The Education Act, which raises questions of religion rather than of politics, having been made the test issue at the coming municipal elections in Great Britain, the Executive of the United Irish League of Great Britain directs the branches of the United Irish League to refrain henceforth from action in the coming elections as an organization, and to leave to each member full liberty to vote according to his individual judgment."

A natural gas explosion in the new convent in Salamanca, N. Y., last

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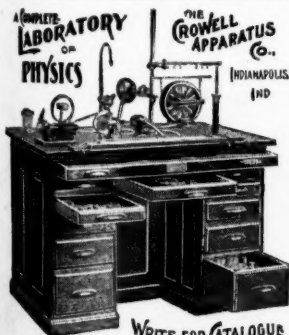
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week, greatly damaged the building and resulted in serious burning and injury of Sister Fabronia. The new building was to have been dedicated last Sunday by Bishop Colton. It is believed that the explosion was due to the sudden lowering of the pressure in the gas mains so that the burning gas was extinguished. Then when the gas resumed normal flow the furnace in the basement of the convent filled up, and when the nun attempted to light the fire she was thrown through a closed door into an adjoining apartment. The damage to the building is heavy.

* * *

The handsome new St. Bernard's parochial school building at Alpena, Mich., was totally destroyed by fire last week, shortly after the 300 pupils had left for dinner. The structure was a three-story brick and it is estimated that the total loss to building and fixtures will amount to \$20,000. The origin of the fire is a mystery.

* * *

Archbishop Farley has created a new office in his archdiocese, that of direc-

tor of the diocesan convents with the power and privileges of a vicar-general. Msgr. John Edwards, rector of the church of the Immaculate Conception, has been elevated to this place. Msgr. Edwards is one of the archbishop's diocesan consultants and heads the committee of trustees of the fund for the priests of the archdiocese.

* * *

The School Board, Manchester, N. H., has voted to admit the children of the parish schools to the public high school by passing the same examination given to the candidates in the public grammar grades. Heretofore the parish school children have had to pass a special examination.

* * *

Among many other bequests of the late John A. Mooney there is a fund of \$1,000 to the College of St. Francis Xavier, New York, for a medal to be awarded yearly to the undergraduate who will write the best essay on the social importance of the observance of the Fourth Commandment.

* * *

Father Abbelen of Milwaukee, chaplain of Notre Dame Convent, while a guest of Father Greve at Peoria, Ill., rector of St. Joseph Home, fell downstairs at the home and fractured his left arm and dislocated his shoulder, besides receiving other painful injuries.

The handsome new school of Sacred Heart parish, Dayton, Ohio, which was formally opened last month, has been found inadequate to accommodate the large number of pupils whose applications have been received and a large addition is now being planned.

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